

PERSONAL

My colleague and partner Master Wragg (the slightly better-looking one of the current team of grotesques) recently raised a question in this column which used to dominate educational thinking in the 1960s. What, he asked, had become of it? He went on to argue that, though the obsession had gone, the problem remained, and, in education, the division between the working classes and the middle classes was as wide as, or wider than, ever. I am sure he is right. And in the older universities there is a relic of the old obsession which, if it has any effect, must be damaging, because it tends to obscure this division.

Our obsession takes the form of a near-hysterical concern about what schools our pupils come from. Every college makes lists of comprehensive schools and flings wide its doors for Open Days, when the place is overrun with 16-year-olds, anxious for a day off school, and often totally indifferent to the frantic wooing of which they are the object. We devise special schemes for London, special schemes for Scotland, special schemes to enable those with no Greek to read Classics (and probably those with no Latin will soon

be similarly encouraged). And then we pore over the statistics.

Even though we recognize the difficulty of satisfactorily classifying schools, sixth form colleges, colleges of further education, tutorial establishments, public schools, church schools and so on, still we use the good old emotive pair, Comprehensive and Independent, and become over-enthusiastic when the figures show that more successful candidates are drawn from comprehensive schools than independent schools (49 per cent of those who started at Oxford in October 1982 were from comprehensive schools, as against 47 per cent from independent schools, 4 per cent coming from 'other' educational backgrounds). We eagerly await this year's statistics, and shall be ashamed if the desired trend is reversed.

What we don't much ask ourselves is who these comprehensive school candidates are. Are they not the sons and daughters of doctors, teachers, vicars, bank managers, company directors, solicitors? The answer is that they are, almost without exception. And increasingly it can be presumed that this will be so, as comprehensive schools improve.



Mary Warnock

Once the candidates have become undergraduates, it is very difficult indeed to guess what school they have come from, even what kind of school. If I wanted to fit my pupils into social categories, I would have to operate on a totally different classification. Given that almost all of their parents would be, roughly speaking, members of the professions, I would divide the children according to some imprecise judgment of whether they were traditional or the reverse: the criterion of ancient or modern. Their tastes in clothes, music and hair-style and their ways of talking would be scrutinized by this test. Let no one think that the Etonian could be easily

ly distinguished from the London comprehensive school pupil by his speech. Give or take a few traces of regional accent, (and in Oxford there are very few traces, except among some of the Scots) the ancient talk one way and the modern talk in a totally classless radio-orientated other way.

The test would work best in the last year at university, when they, the undergraduates, were beginning to think seriously about jobs. The ancient go for the Civil Service or the Post-graduate Certificate in Education; the modern will be thinking of advertising, television, radio, or possibly commerce or industry. The ancient want security, the modern want glamour and, if possible, money soon. Among a predominantly middle-class population, this new class distinction is really quite marked.

But such distinctions are, obviously, of only limited and local interest. The real division has been made years before, when the school-leavers leave after the fifth year, and the others stay on. We in the universities tend to obscure this important truth by going on so mindlessly about what kind of sixth form our pupils have attended.

In one sense, of course, the going to university is necessarily an education do so, and at present, this is the same as to say only the children of professional parents. The problem is how to get more people interested. If this turns them into members of the middle classes, so be it. The middle class must be widened.

This does not alarm me. What does alarm me is the difficulty of bringing about any such widening. For it needs to be tackled at least three years before there is any question of entering university, in the dreaded fifth year, or earlier than that. It is difficult for the universities to play any direct part in such a process. What they must try to do instead is to bridge the ancient/modern gap, and encourage some, at least, of their bright modern pupils to undertake the ancient task of teaching, and teaching so well that their pupils will be prepared to contemplate non-compulsory education for themselves. Only when this is beginning to happen can the universities properly congratulate themselves on the size of their "comprehensive" intake.

ARISTIDES

Police and prejudice

A couple of years ago Jonathan Benthall, director of the Royal Anthropological Institute, wrote an article in *The TES* about prejudice and stereo-typing which sparked off much interest and activity.

Some of the fruits of the subsequent debate, in particular the question of what should be taught about it in schools, are now to be channelled into a conference next weekend at St. Catherine's, Cumberland Lodge, in Windsor Great Park. Ben Whitaker, director of the Minority Rights Group, is convening it jointly with Benthall, and the audience of teachers, social scientists and race relations workers will be examining insights into such phenomena as group-images and scapegoating.

As Jonathan Benthall points out, the whole issue is very much in tune with ILEA's current concern for anti-racist, multi-cultural policies (though anthropologists are not too happy about emotive words like racism) and ILEA's education officer, Bill Stubbs, will be among the speakers, along with UNESCO's human rights expert, anthropologists Michael Banton and Percy Cohen, and John Slater, chairman of the HMI working party on political education.

Benthall's real coup, however, came after he had sent a copy of his *TES* article to Commander Richard Wells, head of the Hendon police training college, at the time when they were having a little local difficulty because a lecturer had leaked students' essays to the press. The essays were alleged to have revealed a certain amount of prejudice.

Commander Wells wrote back to say he was very impressed by the article and will be sending two or three senior officers to the conference.

The conference runs from February 25-27. Application forms from the programme coordinator, St. Catherine's, Cumberland Lodge, Windsor Great Park, Berkshire, SL4 2HP (telephone Egham 32316).

THIS WEEK

- The red woggles: under-eight Beavers are the latest and youngest thing in scouting for boys.
- Pastoral care: is it a rising specialism or something all teachers should be trained in and responsible for?
- Books: Kenneth O. Morgan on a new and timely (in view of the water strike) study of government intervention in strikes; Paddy Kitchen on a feminist history of medicine.
- Extra: School visits



Shirley Williams



Malcolm Thornton

Adversaries again

Bad news for Shirley Williams. Malcolm Thornton, former river-boat pilot and currently Tory MP for Liverpool, Garston, has been selected by Crosby Conservatives to fight her at the coming General Election. He has a reputation as a very good campaigner, and is widely expected to win.

There is certainly little doubt locally that he will put up a tougher performance than the 1970, from whom Shirley snatched the seat for the SDP at a by-election.

There will be an added edge to the campaign since Mrs Williams and Mr Thornton are old adversaries

in the corridors of education. It was while she was Secretary for State that he became chairman in 1978 of the Association of Metropolitan Authorities education committee, which happened uncharacteristically to be in Conservative hands at the time.

He was a comparative new boy to education politics then, but unabashed by its complexities. Having checkmated Shirley Williams on the 16-plus, specific grants and the Oakes committee, canvassing against her in traditionally right-wing Crosby should be an exhilarating re-run.

Ear for the truth

From Zambia comes a whole new interpretation of the term "flying five". Jane Lovey, who taught there in the 1970s, says that although pupils were not allowed to start school until they were five, many suspiciously small children were presented at the school gates by parents clamouring for much treasured places.

Birth certificates were a rarity; most parents simply arrived clutching an affidavit which "proved" the child's age. Faced with this problem, schools developed their own test of "fiveness" - whether a child could raise his left arm over his head and touch his right ear.

"This, I was told, is a reliable test," Mrs Lovey writes, "and, certainly seemed to work." Mrs Lovey and others explain what working abroad has meant to them on page 15.

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Best of rivals

The hustings have opened in the key election which will determine who will become president of the National Association of Schoolmasters/Union of Women Teachers in two years' time.

Normally, the NAS/UTW elections are of less interest to outsiders than those in the rival National Union of Teachers where the differences between the candidates are more obvious.

The NUT president often takes a public and prominent role in shaping policy, as did Max Morris and Jack Chambers.

However, the amount of effort needed to take part in the NAS/UTW junior vice-presidential hustings should not be underestimated. This year, there are seven candidates for the post, and the famous seven have to campaign far and wide for their support.

One of the candidates, David Gwyn Jones, an executive member from Essex for the past six years, is the support of teachers in Oynon and Berlioz in his campaign.

Another, Graham Barnes, an executive member from Norfolk, appears to have sewn up the Irish vote.

Whether the eventual winner will leave an indelible mark on the NAS/UTW will depend on the style of leadership the union adopts following the departure after 20 years of its general secretary, Terry Casey, after this year's annual conference.

Mr Casey was given a farewell reception at the House of Parliament last week - to which each of the Secretaries of State for Education who had held office during the span were invited, along with all the most glittering stars in the education firmament. Not many presidents could match that.

A new carpet had been laid in the suite of Marble Arch's Mount Royal Hotel where the meeting was taking place. Anyone touching the new frame on the door leading out of the negotiating room received an electric shock.

However, any teachers' leaders who felt this might lead to the local education authorities doing a quick volte-face were soon disappointed.

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There are no physical education facilities for half the week, and facilities for teaching science, modern languages and geography are inadequate, the letter says.

It concludes: "We leave you to consider the extent to which these results (of the pupil concerned) may have been influenced had the pupils had the benefit of the kind of facilities which are automatically available in other schools."

Mr Webster said this week that the statement was not an apology for poor results - his school's achievements would stand up to any reasonable comparison - but he wanted to draw attention to the difficulties his pupils had to work under and the enforced academic bias of the curriculum.

The enclosure was sent out where it seemed relevant, he said. For example, if a pupil was applying to art college it seemed fair to point out that it was not his fault that he had no experience of ceramics. Or a pupil might have great aptitude for craft, design and technology but have been forced to study history because of the constraints of the school.

Mr Webster said he had been fighting for better facilities since he became head two years ago. The authority was now planning a £2m extension to the school. Another three mobile classrooms were due to be delivered, he said, so he would soon no longer be able to claim it was the most overcrowded in the county.

The enclosure would continue to be sent out as an interim measure, Mr Webster said.



And this is Form Two's cupboard...

But they were keen to pursue their demand for improving teachers' promotion prospects in the Burnham Joint Review Group which meets on structure next Wednesday.

Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side in pay negotiations, said: "The time is now so short and there are such considerable differences in the two

sides' views that - with the best will in the world - I cannot see agreement being reached for this April."

A paper circulating in the local authorities this week for the management panel secretariat said it was important to demonstrate to the teachers next Wednesday that progress on structure was possible, but to avoid making any concessions as part of this year's pay settlement.

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The association is revising and extending the joint 16-plus pilot exams that have been offered by the JMB and some northern CSE boards since 1974. Existing joint 16-plus syllabuses in 11 subjects are being revamped in the light of the new criteria and in seven other subjects new syllabuses are being drafted.

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Head exposes conditions in 'most ill equipped' school

by Hilary Wilce

A headteacher is asking employers and colleges to consider his pupils' achievements in the light of the fact that his school is "the most overcrowded and ill-equipped secondary school in the country".

Mr John Webster, head of Skegness Grammar School, Lincolnshire, is enclosing with pupil references a statement about the school's chronic lack of facilities. He draws special attention to the lack of opportunities for practical work, for audio-visual aids, and for physical education.

The third of all classes take place in corridors, cloakrooms and non-classrooms, the letter says. The school has no art room and the only craft facilities are a small wood-working room. Craft cannot be taught to pupils in the first, second and third years, and the school can

offer no needlework, metalwork or engineering.

There are no physical education facilities for half the week, and facilities for teaching science, modern languages and geography are inadequate, the letter says.

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SEPARATE BUT EQUAL?

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£90,000 retirement offer

A Conservative London borough has offered early retirement worth more than £90,000 over 10 years to the principal of an adult education centre who was suspended and threatened with dismissal by his governors after a row over finance and levels of fees.

Mr Peter Batten, principal of Sutton College of Liberal Arts in Sutton, who will be 50 in August, is expected to accept the offer which involves maximum enhancement of his pension rights including a £22,000 lump sum and an annual pension of about £7000. He will be suspended on full pay until his pension begins to be paid from August 31.

Mr Batten's lawyers have always maintained there was no case to answer and a council sub-committee which met seven times to consider dismissal reached no final conclusion.

Mr Tony Keralake, chairman of Sutton's education committee and a governor at the centre, said the deputy principal would continue as acting head in the meantime.

Exam boards jump gun on 16-plus

by Nick Wood

Exam boards have seized on the new 16-plus national criteria as a back door route to scrapping O levels and CSEs in favour of a single system without waiting for the approval of Sir Keith Joseph, the Education Secretary.

No sooner had the main batch of subject proposals (see page 16 and *TES* last week) landed on Sir Keith's desk than the boards were admitting that they were using them to draw up new syllabuses for introduction into schools as early as this September.

The first exams based on the criteria will take place in 1985 with entries rapidly increasing over the next few years. Market forces - the growing demand from schools for a unified exam structure - are being cited by the boards as their main reason for turning a blind eye to the deliberations of the Education Secretary, who has said he will only give his official blessing to the 16-plus if the criteria come up to scratch.

Plans are further advanced in the north. Last month the Northern Examining Association, made up of the giant Joint Matriculation Board and four CSE boards, set up working parties in 18 subjects with the clear brief of drawing up syllabuses and assessment techniques based on the criteria submitted to Sir Keith.

Mr Dick Whittaker, the deputy secretary of the JMB, said the working parties had been left in no doubt of the urgency of the operation. "Get on with it that's the message," he said.

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Sir Keith Joseph

Promotion claims to wait

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sides' views that - with the best will in the world - I cannot see agreement being reached for this April."

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Resources/Media

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PLATFORM

This week *The TES* publishes the full text of an interview Education Secretary Sir Keith Joseph has given to *Panorama* presenter Richard Lindley. The interview, part of a programme "Good enough for your child?" dealing with the MSC's initiative on vocational and technical education, will be shown on BBC1 next Monday at 8.10 pm



Sir Keith Joseph

Richard Lindley

Question: I've heard it said that you believe that we are standing once more on the foothills of selection. Now is that a phrase you accept? Or a phrase you shrink from?

Sir Keith: It's a vivid phrase. I often use "foothills" myself, but I haven't used "foothills" like that. I would say that selection is going on now in schools that don't have a curriculum that gives all the children - well, that is a bit ambitious - very nearly all the children, a choice which suits each of their potentials.

Q: So the idea would be to have two streams of education in schools - separate but equal?

Sir Keith: Separate but equal - intertwined. In some cases the children will opt for a different selection of subjects, but there will be a larger, ideally technical, curriculum from which to choose.

Q: Of course "separate but equal" led in some contexts to segregation.

Sir Keith: These are powerful words. I'm not quite clear what you mean.

Q: Well, "separate but equal" is the phrase used by South Africa about apartheid, isn't it. Do you not think there is a danger of having two streams that are separate but not equal?

Sir Keith: I think the present danger is that a large proportion of children are not getting - I was going to say "any", but at any rate much benefit from eleven years of compulsory education. It is that that is wrong, I think, and that we are trying to put right.

Q: Hasn't though the idea of different kinds of education in secondary schools been tried before? Wasn't that exactly what we did after the war? Wasn't it because it was seen not to work, because people simply didn't rate the kinds of education that weren't academic, that we gave it all up and went comprehensive?

Sir Keith: Say I, too rapidly, and I was going to say too comprehensive. I mean, in too overall a fashion. There were technical schools, a small number, under the 1944 Act. They never spread as was originally

intended, and I think that we want to encourage the reintroduction of the technical stream within the present schools.

Q: But how are you going to get that parity of esteem, that equality of respect for the non-academic courses that you didn't get after the war?

Sir Keith: You seem not to be able to grasp that the present position is, a very large proportion of children are not getting a benefit from school. They are certainly not getting a parity of esteem. They are either dropping out, or they are emerging from school without what they themselves, their parents or their potential employers would expect them to have got at school.

Now this isn't a criticism of teachers, it's a criticism of the curriculum, and it means of course that if we do succeed, we have to ask the examining body, the examining boards - who are independent - to ensure that their examinations offer plenty of opportunity for those with technical training to show the attainments they've won. But there will be some - perhaps not many - whose best will be in other ways than examinations, and for them we want to try to devise a combination of graded tests, attainment tests, character assessments, where possible judged by other than the teachers, that will be a certificate that the children can take away from school, to represent what they have achieved.

Q: You're a product of a very academic education yourself - Harrow, Oxford, All Souls - and you're a Cabinet Minister. What chance do you think a teenager might have of becoming, say, a member of government, through a vocational course of education? Do you think they will get to the top that way?

Sir Keith: Without any doubt. When you say vocational, you mean technical in a sense. Absolutely. There are examinations now, plenty of examinations on offer, for technical skills and I hope there will be more. Oh, no doubt whatsoever.

Q: Which are the children in our comprehensive schools who really

need vocational education?

Sir Keith: The idea is that children should be able to choose for themselves, not me to choose. My concern is with the 40 per cent or more who aren't getting any worthwhile response from a compulsory education now. I think the bulk of them will have far more chance if there is on offer in the curriculum subjects in which they are interested, and which they can try, and on which in general they can be tested.

Q: But what you are saying is that people who can't do academic things can do vocational education. That automatically makes them second class, doesn't it?

Sir Keith: But at the moment people who can't do academic education are in most schools getting nothing out of compulsory education. My concern is that they should have a chance to get something. Now, doesn't follow that the child will be very successful at the technical education either, but many will be.

Q: Can I talk specifically about the new MSC scheme for vocational and technical education in schools? Why have you allowed David Young and the MSC to muscle in on education - to come barging into the classroom like this?

Sir Keith: The Government was concerned to follow up its judgment that there wasn't enough technical education available in the schools, as quickly as possible. I have no powers to require - quite rightly - anything to be done inside the schools, and I don't have resources to encourage a worthwhile experiment. David Young at the Manpower Services Commission had the powers and was enabled to have enough money, so he went ahead.

Q: Don't you see anything wrong in a situation where what our children learn in schools is being reorganised, not by the Secretary of State for Education, not by the I.C.E.s but by David Young, who has no professional business in the classroom at all?

Sir Keith: No, indeed, I don't think it wrong that the Government

should take an initiative by whatever means is most quickly and effectively available to deliver that initiative.

Q: I have seen in a survey of school children that 94 per cent knew who the Prime Minister was; 33 per cent knew who was running Russia; but only 1.7 per cent knew that you were in charge of education. You seem to be standing so far back from it that you are almost invisible.

Sir Keith: Well, I don't know whether that is a criticism of me, or whether it's a function of the office I hold. But as I say again, the holder of my office has no power to say what is going on in the classroom, and quite right too. I am a provider of the law, the framework for education. I'm the unilateral cord from the taxpayer into education, and as such I don't aspire to the same dramatic roles as these other characters.

Q: Or as David Young?

Sir Keith: David Young has an executive job, he's executive chairman of a great public agency. He's not restricted, as the holder of my office is, to a limited statutory function - important, but limited. He is an executive, and he is not bound as I am, in relation to the I.C.E.s.

Now I could have proposed to the local education authorities that they start a technical pilot scheme, just as I did propose to them that they do a pilot scheme for the curriculum for the 40 per cent lower attainers. That is a slightly longer process. One doesn't get the experiment going as quickly as David Young was able to do, with his executive powers with the Manpower Services Commission. And it was for that reason that the Government acted through David Young.

Q: How can it be right for David Young to be chairing a committee which is deciding what our children are going to be taught in the classroom, while you are sitting here letting him get on with it?

Sir Keith: But David Young is functioning through the local education authorities, with local education authorities in his steering committee, in the normal schools. He is a close

friend of mine as well.

Q: But he's not a professional education terms.

Sir Keith: But he is operating a pilot scheme, the government scheme, through the local education authorities, in the local authorities' schools, with teachers.

Q: It sounds as if we don't know what he's doing, or what he's doing via the pilot scheme, maybe the object is to spread it, and what I am interested in is whether David Young does it?

Sir Keith: He is the experienced Q: What do you say to those who fear that you are about to divide the system?

Sir Keith: But it is divided now between those who teach law and those who don't. You're kidding yourself to that extent at the moment. In kidding yourself, kidding you are - that all the children who go to school are getting effective education. They don't.

His reward was a stinging rebuke from Mr Philip Sibley, an elected member representative on the East Midlands Regional Examinations Board and science master at Falcon School, an independent school. He said he had been urged to speak out by state school teachers who were "very upset" by Mr Henley's remarks.

He quoted the board's current regulations for CSE English. "The pieces in the folio must be the candidate's own unaided work. In other words, although these may be taken from extensive preparatory work they must not be first submitted and subsequently rewritten in the light of the teacher's corrections."

This is similar to, but more precise than, the rule governing coursework at the time of the exam. It said: "It is intended that the work should not be fair copies but the candidates' original unaided work marked by the teacher."

Mr Sibley went on: "Mr Henley's statement is an entirely unwarranted and unjustified attack upon the integrity of teachers who are bound by the regulations and upon whose integrity the validity of examinations depend."

"That such an attack should be made by one in the position of Mr Henley is scandalous and teachers have a right to demand the immediate and unconditional withdrawal of this statement by Mr Henley."

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All the pupils' work had been externally moderated and grades had been awarded in the light of the full facts, he said.

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Nick Wood reports on the latest twist in an eight-year-old dispute over allegations of doctored exam coursework

CSE 'scandal' row renewed

A chief education officer has caused consternation among teachers, parents and politicians by suggesting that it is acceptable for teachers to alter essays prepared for CSE exams and return them to candidates for re-writing.

Now local councillors, backed by an MP, are calling for an inquiry into the conduct of the CSE exam. And an examiner has demanded that Mr Michael Henley, Northamptonshire's CEO, withdraw his "scandalous attack" on the integrity of teachers.

The row is the latest and most extraordinary twist in an eight-year dispute that began in 1975 when Mr Raymond Gray, head of English at Deanshanger School in Northamptonshire, was sacked after alleging that teachers at the school had helped pupils taking a CSE English exam to cheat by encouraging them to make fair copies of corrected work.

It was given fresh impetus on January 28 of this year when the local newspaper, the *Northampton Chronicle and Echo*, published interviews with six former pupils, all now in their mid-twenties, who claimed that teachers at Deanshanger had "doctored" their coursework.

All said that the teachers had returned essays to pupils with several alterations and that these had been rewritten before submission for assessment and the scrutiny of external examiners.

Mr John Wells, aged 24, one of those who took the exam in 1974, said: "It was cheating. I was blatantly going against the rules. I got a grade 4 but would probably have got nothing without those alterations."

The source of the latest uproar is a letter from Mr Henley published in the newspaper on February 2. Mr Henley said: "... teachers normally mark their pupils' work and the making of fair copies as a teaching

friend of mine as well. Q: But he's not a professional education terms. Sir Keith: But he is operating a pilot scheme, the government scheme, through the local education authorities, in the local authorities' schools, with teachers."

Q: It sounds as if we don't know what he's doing, or what he's doing via the pilot scheme, maybe the object is to spread it, and what I am interested in is whether David Young does it?

Sir Keith: He is the experienced Q: What do you say to those who fear that you are about to divide the system?

Sir Keith: But it is divided now between those who teach law and those who don't. You're kidding yourself to that extent at the moment. In kidding yourself, kidding you are - that all the children who go to school are getting effective education. They don't.

His reward was a stinging rebuke from Mr Philip Sibley, an elected member representative on the East Midlands Regional Examinations Board and science master at Falcon School, an independent school. He said he had been urged to speak out by state school teachers who were "very upset" by Mr Henley's remarks.

He quoted the board's current regulations for CSE English. "The pieces in the folio must be the candidate's own unaided work. In other words, although these may be taken from extensive preparatory work they must not be first submitted and subsequently rewritten in the light of the teacher's corrections."

This is similar to, but more precise than, the rule governing coursework at the time of the exam. It said: "It is intended that the work should not be fair copies but the candidates' original unaided work marked by the teacher."

Mr Sibley went on: "Mr Henley's statement is an entirely unwarranted and unjustified attack upon the integrity of teachers who are bound by the regulations and upon whose integrity the validity of examinations depend."

"That such an attack should be made by one in the position of Mr Henley is scandalous and teachers have a right to demand the immediate and unconditional withdrawal of this statement by Mr Henley."

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"The notion that there were pieces of work that had been rewritten was well understood at the time. It is part of the teacher's work to go through the pupil's work and get them to reshape it," he said.

Mr Roberts told *The TES* that the exam regulations had changed over the last nine years. All folio work for CSE exams was now the candidate's original unaided work. Fair copies of essays were not acceptable.

Mr Michael Morris, Conservative MP for Northampton South, said that he found Mr Henley's letter "extraordinary". After requests from teachers and parents that he clear up misgivings about the conduct of CSE exams, he had written to the exam board seeking information on its procedures.

If he failed to get satisfaction, he would seek a personal meeting with Sir Keith Joseph, the Education Secretary. "There are genuine concerns about the status of CSE exams," he said. "These must be cleared away."

Meanwhile, a group of five councillors, drawn from all parties, led by Mr Ian Miller, a Liberal, have repeatedly urged an inquiry into events at Deanshanger to restore public confidence in the CSE.

Teachers on the CSE English panel for South Northamptonshire also sought an explanation from Mr Henley. Mr Malcolm Brice, its chairman, later issued a statement saying that the public had no reason to lack confidence in the CSE.

Controversy over the allegations surfaced again last week at a full meeting of the county council when Mr Jack Morris, chairman of the education committee, again rejected demands from two councillors for a public inquiry into the conduct of CSE exams.

This week a spokesman for the authority said that its attitude was unchanged from last December when the education committee voted thirty to two to endorse the following statement, which emphasises that Mr Gray was not dismis-

sed because of his allegations about cheating and that there had been full investigations by the exam board and the county council at the time.

"After lengthy consideration, the finance and general purposes sub-committee of the education committee have decided that there should be no inquiry into the allegations by Mr Raymond Gray concerning the conduct of CSE English examinations at Deanshanger school in 1974."

"They consider it would be entirely wrong to reopen any question relating to the conduct of the examinations and the results since separate investigations were carried out at the time by the county council and the examinations board into Mr Gray's allegations, which he did not substantiate and the source of which he did not disclose."

"The county council and the examinations board satisfied themselves at the time that the school had properly and fairly conducted the examinations."

"The county council and the examinations board were made fully aware of the examinations procedure adopted by the school at the time and were entirely satisfied that these procedures did not constitute malpractice and did not invalidate the results of the examination."

"Moreover, the moderation of the teachers' marks which was conducted by the examinations board ensured that the grades awarded

were a true reflection of the candidate's attainments in the subject. The matter has therefore been concluded so far as both bodies are concerned."

"The committee deprecates the continued attacks by Mr Gray relating to these examinations, which reflect totally unjustifiably on the integrity of the head teacher and those dedicated teachers who were responsible for teaching English in the school's English department in the absence of Mr Gray for a period of 12 months on secondment."

"The committee wishes to point out that Mr Gray was dismissed in January 1975 for his unacceptable conduct in the school towards the headmaster and his colleagues and not for his allegations about the examinations."

"The dismissal was found to be fair by an industrial tribunal whose decision was upheld by the employment appeals tribunal as correct in every respect."

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DES suggests pupils could repair damage by vandals

by Richard Garner

Pupils could be asked to repair damage caused by vandalism at their schools as part of a drive to cut down on costs, says a paper prepared by the Department of Education and Science.

The paper, sent out to local education authorities for their comments, highlights several ways in which expenses due to vandalism in schools and colleges could be reduced.

"Vandalism is largely an offence perpetrated by young people: parents should be concerned and involved in working out ways of preventing it," it says.

"Should pupils be encouraged, wherever possible, to assist in repairing damage caused by vandalism?"

Another suggestion is that such damage should be promptly repaired. The paper says: "A dilapidated appearance can evoke an uncaring attitude among people who use the building: accidental damage, if minor, may lead to damage appearing elsewhere... Prompt repair can help keep a sense of caring rather than of neglect."

The DES is suggesting that local education authorities should consider the paper's conclusions but adds that it is up to them whether they distribute it to their schools and colleges.

Qualified approval for the paper's suggestions came from the National Association of Schoolmasters/Union of Women Teachers, whose deputy general secretary, Mr Nigel de Gruchy, said: "We are not in favour of doing trade unionists out of jobs but you shouldn't have to rely on an adequate supply of vandalism to provide employment."

"The idea that kids should be made to face up to the consequences of their actions is one way out - providing their work was properly supervised and was up to all the necessary standards."

But a spokesman for the National Union of Teachers said: "If they are considering really major work like broken windows and damage to buildings, with so much unemployment in the building trade around at this time, we would be appalled by such a suggestion. Parents also might be concerned to think of their children tackling such work."

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NEWS

Whitehall makes soothing noises on contents of Cabinet deliberations on the family Tories deny pocket money and pregnancy control policies

by Biddy Passmore

Compulsory classes in pocket money training are not about to be foisted upon Britain's schoolchildren. Nor are schoolgirls going to be subjected to a government advertising campaign pointing out the perils of premature motherhood.

These and many other "proposals" put to the Government's Family Policy Group, whose deliberations were so embarrassingly leaked in *The Guardian*, are a very long way from realization, it was emphasized in Whitehall this week. Indeed, the suggestion by Sir Keith Joseph, the Education Secretary, of a campaign to discourage schoolgirl pregnancies, seems to have been dropped altogether.

It was considered too reminiscent of his remarks on family planning for the lower classes made when he was Social Services Secretary in the early 1970s.

As for the much-ridiculed suggestion to "train children to manage their pocket money" (said to have provoked a stinging memo from Mr Walter Ulrich, deputy secretary at the DES), there is no plan to make this a central feature of a core curriculum.

The idea, which bore the initials of Sir Geoffrey Howe, the Chancellor, apparently originated with the department of National Savings who had simply praised an experiment with the voluntary sector in Scotland in which schoolchildren were taught how to manage money.

The ideas thrown up by the group of eight ministers with Mr John Sparrow, head of the "Think Tank" and Mr Ferdinand Mount, head of the Prime Minister's policy unit vary greatly in precision, weight

...or you could simply save your pocket money, especially as you're unlikely to receive an old age pension...



and practicability. Some are merely thoughts or themes for the manifesto and election speeches. But others could turn into legislation or action in a second term of Conservative government.

Among those with dramatic implications for the education service are:

● Give head teachers the power to dismiss teachers, and to hire staff only on short-term contracts. These are odd variations on the usual theme of introducing short-term contracts for heads.

● Examine powers of professionals for example, teachers' powers over what is taught in the classroom. It is not clear what this could mean, unless the group proposes a centrally dictated curriculum. Teachers' powers over the curriculum have already been eroded in

one sense by the abolition of the representative Schools Council and its replacement by two bodies of nominees chosen by the Education Secretary.

● Encourage schools with "clear moral base", for example religious schools (a proposal from Sir Geoffrey Howe). This could mean giving more government money to voluntary schools or not approving proposals to close any more voluntary schools.

As security tightened around the group's workings this week, it was not clear which - if any - of these plans would be carried further. But others, of course, have been the subject of detailed work in the Department of Education for many months. These are the trio supported by Sir Keith Joseph, the Education Secretary: encourage more family involvement in schools, help parents set up their own schools, and introduce vouchers.

The family theme of the group's work is considered a useful way of bringing together under one umbrella discussions on a variety of social issues. It has also given Cabinet ministers a rare opportunity to look at broad policy away from the day-to-day pressures of departmental business.

It is not the only committee looking at family policy, however. There is also a manifesto group chaired by Lady Young, former education minister, which will be putting forward proposals on issues including nursery education.

But it seems unlikely that ministers will emerge with far-reaching plans that generally place the family at the centre of all social policy.

Content and classroom methods under fire

by Virginia Makins

The complex arrangements of Richmond upon Thames tertiary college come in for some criticism from HMI this week. The college, formed in 1977 from two sixth form colleges and a college of technology, is one of the few in the country to combine all the 16 to 19 provision in one authority.

Even more unusually, it operates in a free trade area, with neighbouring boroughs offering other options nearby. Last year 600 Richmond 16 to 19 year olds chose to go elsewhere, and 530 outsiders chose the tertiary college.

In general, HMI believes the college has been successful in terms of results and qualifications. "Success rates in examinations are generally satisfactory and in many subjects better than that." Mixing motivated older part-timers with younger students has had good effects.

There are detailed criticisms of content and teaching methods in some courses. On one year courses, problems often arise from weaker students facing inappropriate demands.

HMI found an adequate range of academic GCE options, but recommends extending the range of vocational options. The college should also have a coherent programme of general studies so that students, with their broad range of backgrounds and interests, can share perspectives and discuss contemporary issues. Options for "creative studies" have been seriously limited by expenditure cuts.

The general life of the college was found wanting on other fronts. The management system is criticized for separating responsibility for student selection, welfare and curriculum development from responsibility for teaching. This leads to communica-

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tion gaps and difficulties teachers' who lack important background information about students.

The local authority and staff both ticked off for the appearance of parts of the college. The authority has failed to make the staff to make them better with displays of work. Students are described as "bored, less and often squalid", there is a student common room and students "prefer to sit, stand often lie in the corridors" in the snack bar.

HMI found that the efforts to inform and guide pupils about the range of opportunities available were adequate for those who had made clear A-level vocational courses. Others more time and effort, and schools might take a bigger role in the counselling load.

Mr Guarding Rospigiani, took over as principal in November and said several changes had taken place since the HMI report was written before the new year. Open reports and published a request of the college and authority.

The management structure has been changed to unify teaching and other responsibilities, nine training initiative schemes started for less able students, £50,000 has been allocated to upgrade the buildings.

● Last week's HMI report on Thordown County Infant School, Cambridgeshire, not Thordown stated.

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Beloff strongly opposes the voucher system

Lord Beloff, chairman of the Conservative policy group which is drawing up education proposals for the manifesto, has disclosed that he is opposed to the introduction of education vouchers.

Speaking on the BBC programme *Face the Press* at the weekend, he said he was "very sceptical" about them. While he supported the objective of improving standards, he thought a voucher scheme was "more elaborate than is required for that purpose and could if carried to a logical extreme result in a great waste of public money".

He was not speaking for his group and other proposals - including some from the Department of Education - would be fed into the manifesto-writing process.

But if his views are reflected in his group's report, it will be hard for the Government to discount such weighty opposition, even if a voucher scheme has by then been approved by a Cabinet committee. Sir Keith Joseph, Education Secretary, reaffirmed in the Commons this week his support for a voucher scheme. He told MPs during question time that no decision has yet been reached but said: "If I can find a practicable way to widen choice, I shall propose it to my colleagues."

Opinion is divided within Lord Beloff's group on the merits of a voucher scheme. Some feel the whole idea is both impracticable and electorally unpopular. Others have reservations but would like to see a pilot scheme and some consider any scheme must include both state and independent schools if it is to be a vote-winner.

Lord Beloff's draft report is expected to concentrate on the themes

of moral and religious education and a more vocational slant to education in schools but it is not yet clear how he will reconcile the members' conflicting views on vouchers. Members of Lord Beloff's group include Black Paper writers such as Professor Brian Cox of Manchester University and Mr Raymond Baldwin, chairman of governors of Manchester Grammar School, as well as moderates like Lady Platt, newly-appointed chairman of the Equal Opportunities Commission.

Mr David Smith, headmaster of Bradford Grammar School, an independent boys' school, is a member as are the MPs Mr Malcolm Thornton (Rugby) and Mr Harry Greenway (Ealing N.). Mr Oliver Letwin and Mr Stuart Sexton, political advisers at the DES, attend the group's meetings as assessors.

● Government plans to introduce education vouchers could lead to more independent schools "springing up to meet the demand for a 'cut-price' article to match the voucher value", says a joint policy statement for the National Union of Teachers and the Campaign for the Advancement of State Education published last week.

"We are opposed to turning education into a market place. Schools exist to meet children's needs, not to satisfy adults' ambitions", the statement adds.

● The Government should widen parental choice by extending the Assisted Places Scheme, not through a voucher scheme, Mr Mark Carlisle, former Education Secretary, said in the Commons. He argued that a voucher scheme would raise problems between the state and independent sectors.

ILTA vote probe likely

An independent inquiry is almost certain to be held within the next fortnight into the Inner London Teachers' Association of the National Union of Teachers' annual elections.

Both sets of candidates have agreed in principle to the inquiry - likely to be carried out by the Electoral Reform Society - and Mr Vernon King, the current ILTA president and returning officer, is planning to meet them to discuss terms of reference next week.

Left-wingers won all three positions contested - that of general secretary, treasurer and vice-president - in earlier counts but there were discrepancies in the number of votes cast between two counts.

In one of the elections, Mr Richard Rieger, the left-wing candidate, had a majority of only 19 over the current general secretary, Mr Bob Richardson.

Kingston art teaching found to be uneven

An HMI report on art teaching in six secondary schools in the London borough of Kingston found very uneven provision. In two schools, accommodation for art and design "needs urgent consideration."

There were wide variations between schools. In some, the able children had less art than others even in the first year. The proportion of fourth years taking art ranged from 25 per cent to 56 per cent. Only one school forced children to choose one creative, practical or aesthetic subject as a fourth year option.

Capitation for art varied between 0.74p a head to £1.32 and staffing from one art teacher to 240 pupils to 1.437. One art department is

praised for overcoming limitations of cramped accommodation: others are criticized for poor arrangements and visual qualities of their studies.

HMI judged several courses as fragmented and badly planned and criticized lack of challenge and variation in some of the work. These were "some evidence of underachievement amongst young pupils" and they questioned opportunities that siphon off the most able pupils.

Serious gaps were found in guidance for students about further education opportunities and careers, in art and design, and very few of the teachers knew about the Design and Art Technician Education Council (DATEC) arrangements.

Berkshire cleared of discrimination

by Diane Spencer

Berkshire education authority has been cleared of allegations of racial discrimination in the allocation of secondary school places in Reading. The decision comes after a five year investigation by the Commission for Racial Equality.

However, the commission said the authority had failed to take sufficient account of its duties under the Race Relations Act in implementing new arrangements for the town's secondary schools.

The report, which has taken the CRE an embarrassingly long time to complete, has long since been overtaken by events. It was the first formal investigation of an education authority to be undertaken by the commission, and has been redrafted

several times, usually after consultations with the authority and the Reading Council for Racial Equality.

The CRE is still not satisfied and is calling for an independent inquiry into the conduct of the investigation and its findings. "The report is too late and analytically weak; it lacks courage in terms of its recommendations; and the way in which central issues and crucial evidence have been avoided or ignored is deplorable", it said this week.

Mr Peter Edwards, the director of education, said it was a "reasonably fair and accurate report" which he welcomed. But he added that most of the recommendations had already been implemented.

The commission began its investigation after receiving complaints that allocation arrangements had led to a high concentration of black children and those needing special help in two schools near the town centre.

The investigation shows personal and education monitoring was urgent and essential.

This week, Mr Peter Edwards, chairman of the CRE, promised future investigations would be resourced.

Secondary School Allocation, Reading, CRE, Elliot House, Allington Street, London SE11.



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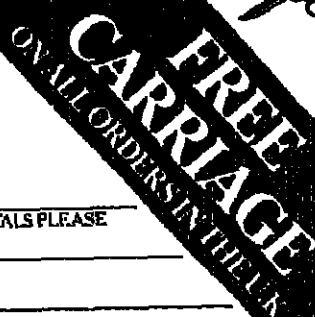
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NEWS

Textbook aid scheme for developing world faces closure threat

by Hilary Wilce

An aid scheme which provides cheap British textbooks to students in the developing world is again threatened with closure, two years after it survived a scrutiny of its worth.

The Low Priced Books Scheme, under which 6,000 books a day are bought in 80 countries, is being reexamined by a team appointed by the Overseas Development Administration. A report is due in March, after which a decision will be made on the scheme's future.

The scheme, which has been running since the early 1960s, offers textbooks, mainly in the fields of nursing, medicine and engineering, to college and university students at between a third and a half of the British retail price. It is funded by a £1.2m subsidy to British publishers from the aid budget. Most books are sold in Nigeria and India, although other countries with well developed higher education sectors, such as Egypt, Malaysia and Hongkong, figure prominently in the scheme.

The evaluating team, a professor of economics from Brunel University and a former director of publishing at Her Majesty's Stationery Office, is looking mainly at whether the scheme is cost-effective in aiding development while promoting good-

will towards Britain and helping British exports.

Mr Malcolm Rowland, international secretary of the Book Development Council, said this week that cutting the scheme would have a disastrous effect on book markets in these countries. Many universities adopted books for courses because they were on the subsidized list. Publishers believed the adage, "trade follows the book", he said.

"If people are weaned on low-priced, subsidized books then as they move on in their careers they will be more inclined to buy other British books and equipment."

The scheme was also an important way of combating book piracy, he said. Piracy, which is rampant in India, Pakistan and Egypt, is estimated to cost British and United States publishers £500m a year.

Funds for the scheme, which involves 50 publishers and 550 titles, have already been cut back from £2m a year. However the current evaluation was asked for by Mr Neil Marten, now moved from the job of Minister for Overseas Development, and was initiated before the Government decided to back-pedal on its hardline attitude towards overseas students. Observers believe that this could indicate that the scheme will survive the current review.

Breakthrough for part-timers in ruling by Lords

by Richard Garner

A Lords ruling that a part-time lecturer can claim for redundancy and unfair dismissal has been regarded as a legal breakthrough for thousands of college lecturers and school supply teachers.

Already three cases involving dismissals of college lecturers are due to be heard in the wake of last week's House of Lords judgment, hailed as a significant victory by both the National Union of Teachers and the National Association of Teachers in Further and Higher Education, the college lecturers' union.

Until now, industrial tribunals and the courts have considered part-time teachers to be outside the terms of the Employment Protection Act, 1978, giving rise to union anxiety that they might be regarded as "easy meat" for local education authorities and colleges having to make spending cuts.

Last week's decision is of most significance to college lecturers since some colleges have as many as two-thirds of their staff employed on contracts stating the number of hours they will work per college session.

However, it also overturns another ruling 10 years ago in a case where it was decided that a supply teacher working for the Inner Lon-

don Education Authority did not have the right to claim for unfair dismissal or redundancy.

Last week's case concerned Mrs Georgina Ford, of Albany Terrace, Leamington Spa, Warwickshire, who had claimed unfair dismissal and redundancy when her contract was not renewed in September, 1979. She had been employed as a ceramics lecturer at Warwickshire College of Further Education on 38-week contracts for eight years running.

The unanimous ruling by five Law Lords overruled earlier decisions by the Court of Appeal, Employment Appeal Tribunal and an industrial tribunal that Mrs Ford did not have the right to bring a case.

Lord Diplock said that a worker should be regarded as continuously employed if the interval between two fixed-term contracts could be "characterized as short relatively to the combined duration of the two fixed-term contracts".

Mrs Ford's case will now go back to an industrial tribunal for a decision on compensation. In a joint statement after the decision, the NUT and NATFHE said: "The crazy notion that part-time workers working loyally for years are not in continuous employment has now been laid to rest."



Tyler attack independent 'prostitutes'

by Nick Wood

Teachers in independent schools are being described as "educational prostitutes" by Mr Brian Tyler, headmaster of Kingswood Comprehensive School in Northamptonshire, who began his national figure last year after a television series.

Writing in the latest issue of a newsletter published by the Independent Schools Information Service, Mr Tyler chooses his words more carefully than in his previous outburst in front of the camera.

Drawing on his copy of the Oxford English Dictionary, he cites "base hireling" as one meaning of prostitute and says that is what he had in mind when he launched his outspoken attack on his colleagues in the public schools.

Those who have the gift of teaching should consider whether it is right for them to sell it for gain or hire to the rich and influential (or the rapacious and unguided) when it is so much more difficult to do so in the independent sector.

Parents who buy schooling for their children have a "predominant" view of education, he asserts. They are buying an advantage for their children, he says, denied to the bulk of the population.

So it is for "moral" rather than educational or political reasons that Mr Tyler deplores the independent sector.

But he is not in favour of abolishing independent schools, though he would take away their charitable status.

Declaring himself a "liberal", Mr Tyler is reluctant to countenance state restrictions, he says, though no compelling reasons are given for an individual's freedom to spend his money as he wishes.

The public schools now have 130 action groups scattered across the country, which are committed to upholding the virtues and values of the independent sector.

The groups, made up of parents, teachers, governors and supporters of private education, are not "antagonistic" state schools, according to the ISIS newsletter.

Instead, they are "witnessing" to the public opinion about the value of choice available to parents and to emphasize that the education of children is the prerogative of parents and not of the state.

'Proven worth' schools saved

by Biddy Passmore

Two more "schools of proven worth" were saved by Sir Keith Joseph, the Education Secretary, last week. He rejected Gloucestershire's plans to close two grammar and three secondary modern schools in Stroud and turn them all into 11-18 comprehensives with joint sixth-form arrangements.

In a letter to the council, he said he was particularly conscious of the good sixth-form record of the two grammar schools - Marlborough School for Boys and Stroud Girls' High School. He was not satisfied that all-through comprehensive schools of only four forms of entry would offer the same range of opportunities, especially at sixth-form level, without many extra staff.

But the grammar schools seem unlikely to survive for long as the Conservative-controlled council now plans to put forward an alternative comprehensive scheme, probably involving a sixth-form college.

Councillors and officials consider Sir Keith's letter indicates his dislike of small comprehensives rather than determination to keep the two grammar schools at all costs. That thesis will be tested by a sixth-form college scheme for Gloucester city which should reach the Education Secretary early in the summer.

Extra students permitted

London University has been given the money to admit 305 more science students than the target number set in July 1981. It is one of six universities which have been allowed extra students in the allocation of University Grants Committee last week.

The others are Oxford, which has been given 40 more places in engineering and 40 in biology, Lancas-

ter, which is to be allowed 40 more engineering students, Hull, which is to get 30 more science places, Bristol with 20 more science places, and Stirling, where 30 business management places have been allowed.

The changes mean a total of 505 places, of which 425 are science and engineering - a 10 per cent increase on government priorities.

PRIMARY

Banned parents seek legal advice

by Sarah Bayliss

The parents of a child with learning difficulties are seeking legal advice after being barred from entering their son's school and talking to teachers.

Mr Seamus Graeme, aged 32, and his wife have been told by Bolton Education Authority that they must not enter St Matthew's primary school for any reason until further notice.

If they have any questions or correspondence about the school, they must contact the education department.

Meanwhile their son Kenneth, aged 9, "may attend normally". The case is believed to be the first time a local authority has applied the terms of new legislation which gives much wider powers for excluding unwanted visitors from school premises.

Section 40 of the Local Government Miscellaneous Provisions Act 1982, which got Royal Assent last autumn, makes it a criminal offence for any person to enter a school without lawful authority and cause a nuisance or disturbance.

Mr Graeme claims he is being

"victimized" after a long-standing disagreement with the authority over Kenneth's schooling. The root cause of the dispute is, he says, his refusal two years ago to accept a place at a special school for Kenneth, after Bolton had assessed him as being in need of special education.

The picture is complicated by the fact that last autumn Mr Graeme began legal proceedings against the headmistress, accusing her of slander. These are still continuing.

He says he was barred from the school this term after he had asked "routine" questions at the school about a bruise on Kenneth's knee.

"I didn't know how the bruise was caused so I asked the education department to investigate. The next thing I knew the teachers refused to speak to me, then I received this letter forbidding me from entering the school buildings."

He went on: "We feel our relations with the school have irretrievably broken down and that Kenneth should be offered an alternative

education." The alternative should be a place at another ordinary school or home tuition.

He says Kenneth has medical problems linked to a deficiency of growth hormones and that he is a slow learner. Darren also has retarded physical growth but is not a slow learner.

Mr Brian Hughes, Bolton's chief education officer, said the ban was necessary because the parents had put "unreasonable pressure" on the staff and school and he wanted to prevent further disruption. "On each occasion where I have investigated a complaint I have found it without foundation."

He was not aware that the parents wanted alternative education for Kenneth but said any parent was free to apply to any school for a place. It was wrong to claim the parents were being victimized because they had refused a place at a special school.

Mr Hughes believed it was important that the whole case be re-assessed.

Rehoused... after waiting 44 years

A Church of England primary school is to be rehoused in a new building 44 years after plans were first mooted.

The current premises of the school in Kirby Lonsdale, Cumbria, were built in 1837 and re-building has been shelved at least three times in its history.

Now the Department of Education has approved a £500,000 capital programme over the next three years and a new site has been earmarked next door to a local secondary school.

"We are keeping our fingers crossed that work will start on the site this time next year," Mr Dennis Dixon, headmaster, said.

In 1974, when for the third time re-building had got to the planning stage, local government re-organization scuppered a scheme. The school had been top of a priority list in Westmorland but when Cumbria took over it sank to tenth place.

"At that stage the furniture had been ordered and we were just waiting for the first sod to be cut. So we can't help but be a little sceptical about the future," Mr Dixon said.

Given its uncertain history the old school is in need of repair. "We are stuck on the side of a hill, with 56 steps from top to bottom and five different floor levels. It really is most inconvenient."

The school roll has moved up wards against the national trend from 150 to 200 pupils in recent years, largely to accommodate children from schools which have closed. It has a wide catchment area and takes children from neighbouring Lancashire and North Yorkshire.

More pressure

The youth service in many areas is being overwhelmed by demands from young children, according to an article in the latest issue of Where, the magazine of the parents' pressure group ACE.

The author, Mr Graham Williamson of Bradford and Ilkley Community College, says that the youth service is under increasing pressure from middle- and even primary age children for whom it was not intended.

Where Feb 1983 ACE, 18 Victoria Park Square, London E2 7SP.


Sleep tight... learn right

The more sleep children get, the better they perform in school. Good sleep patterns also appear to encourage healthy speech and body developments according to recent research from France.

The long-term study shows that among children of seven or eight who sleep less than eight hours a night, 61 per cent are behind in their school studies, only 39 per cent do average work and none is among the top of the class. Among children who sleep for more than 10 hours a night, only 13 per cent are behind at schools, 76 per cent are classified as average, and 11 per cent are outstanding.

Children who sleep less are more likely to stutter and have speech problems than those who sleep normally. Many tend to be short and overweight, the study shows.

The findings are from the Centre for Preventative Medicine in Nancy. However the centre points out that sleep is not an isolated factor. Children who sleep least tend to come from poorer homes.



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Business will flourish today under a score of roofs where the business failed years ago.

Buildings of squalor and grimy stone which once sheltered Bradford's famous burling and mending the city's famous cloth or which housed ticked hives of tops and nails behind battered hoist doors across cobbled yards.

So well did the textile trade thrive after the Second World War that foreigners had to be encouraged there to work the night shifts the natives shunned. The first Asians arrived in the early 1950s. They have prospered, at least numerically, while textiles haven't.

On Fridays, the Muslim sabbath, the one-time warehouses and mending sheds echo to the prayers of thousands. More than 24 mosques are scattered around the city and another three are planned.

Nothing wrong with that say the liberal politicians of all parties in the gothic city hall. But taking over workplaces nobody wants is one thing. Taking over schools as a going concern is another.

Yet that is what brought officials from the Department of Education and Science to Bradford last Friday. The Muslim Parents' Association has formally requested that five county schools - two first, two middle and a secondary - be reclassified as voluntary aided. This would mean a board of governors, almost exclusively Muslim, the five heads replaced by Muslim teachers, yet the running costs still being borne by the local authority.

Initially the Muslims would have to buy the premises from the local authority but could recoup 85 per cent of the cost from the Government. It's all in the 1944 Education Act.

"If Bradford says tomorrow they are prepared to sell the five schools the money - about £1.2m - will be on the table," Mr Abdullah Patel, founder of the MPA said after the meeting. "It will have to come from

Bert Lodge examines the reasons why Muslims in Bradford are bidding to take over five schools in the city

Putting their money where their faith is

outside. If they won't sell we'll build our own."

With 11,000 children of Pakistani or Bangladeshi origin in schools now and expected to increase to 18,000 by 1991 it could mean 20 to 30 Muslim schools in Bradford in 10 years time.

There is general dismay among the 42 Labour, 42 Conservative and

There is general dismay among councillors... they are proud of the city's multiracial policy

six Liberal-SDP councillors. They are proud of the city's multiracial education policy. It works, they say.

Yet if pride has a place it should not be of the policy. After all, what else but a multiracial policy would the host authority be expected to have? But proud the authority should be of its head teachers who have spent hours receiving and reassuring parents of the unorthodox content of assembly and RE and convincing them their daughter should learn to swim, limbs albeit uncovered the while.

Inevitably there have been lapses even among the angels. One head sent this note to parents: "The staff, concerned with segregation at assembly, have decided, with governors' approval, that future meetings will be of such character that all children can join together. Consequently, there will be no reason for children to be withdrawn as now happens." It did not reassure some parents.

Another head of a largely-Asian school wrote imperiously to parents in connection with swimming lessons: "While your daughter continues at this school she must comply with all the requirements of this school."

Muslim parents would be concerned about mixed bathing and with their daughters wearing too little clothes in the form of a swimsuit. In the face of occasional provocation like this much credit for the relative absence of strife must go to the parents themselves. "I have found the Muslim parents very reasonable," one head said this

week. "If they are worried about their daughter being too unclothed in PE lessons they will usually allow her to join in as long as she wears a track suit. But there is this extreme sect..."

An extreme sect would, of course, take a different view of what it would see as displays of easy compromise by some Muslim parents. It would also be impatient with the authority for still not providing Halal meat in schools. There would be concern, too, that the authority has only just issued a memorandum setting out the special considerations which should be available.

Bradford would win few friends with them, either, for only recently convening the standing conference on religious education to re-create a new syllabus acceptable to all faiths.

At the centre of the current controversy is the Muslim Parents' Association, founded in 1974 in the wake of the historic circular 10/65 when a Labour Government prescribed comprehensive education for the union.

In the fullest sense this could mean the end of boys' and girls' schools and it worried orthodox Muslims. They do not mind mixed classes of very young children but once adolescence brings sexuality, boys and girls must be kept apart.

Bradford went comprehensive in 1974 and that year two parents refused to send their 14-year-old daughters to a mixed school. One, Mr Riaz Shahid, preferred to return with his child to Pakistan rather than comply. He is back in Bradford now and secretary of the MPA.

Mr Shahid is a dapper, handsome man in his fifties with a lawyer's manner - vibrant and extremely articulate, he could be pleading a brief, when he is doing no more than ask the time. His utter self-confidence must be disconcerting to his enemies.

A parent-governor of Bradford's only girls' secondary school his involvement developed a couple of years ago when at an "Asian afternoon" in the school he discovered Muslim girls danced, wore clothes immodest by the tenets of Islam, and sold raffle tickets.



"Such activities are immoral and totally forbidden in Islam," Mr Shahid complained. Some acrimonious letter writing followed involving the head and the then chairman of the education committee, Mrs Doris Birdsall, who told Mr Shahid that his strong views "do not appear to have the support of the majority."

Indeed his critics and opponents claim he is a militant, not fully representative of Muslim parents.

Even so the principle in question is that of provision for minorities - one of the marks of a civilized society. And what nobody questions is that if Muslim schools are available Muslim parents will prefer them.

Mr Peter Gilmore, chairman of the education committee, has reiterated that The Council of Mosques, representing 20,000 Asians attending 17 of the city's mosques, has a policy of retaining their children within the state provision.

But Mr Faqir Mohammad, secretary of the council, explained last week that this meant Muslim

All in all, nothing short of their own schools will do for Bradford's Muslim community

schools within the state system. "Parents would support a voluntary aided Islamic school 100 per cent. The major problem is the education of our girls."

Although this factor is of prime concern to Muslims, the education of girls is also the one aspect on which Bradford has shown least inclination to compromise.

Back in 1974 Mrs Birdsall received a deputation of Muslim leaders including some from the London-based Muslim Educational Trust and reassured them on four out of five points. These were freedom to opt out of assembly and religious instruction (guaranteed by the 1944 Act anyway), liberty to wear adequately covering clothes for PE and no mixed swimming.

But, according to a newspaper report, Mrs Birdsall then added: "It was made clear that we cannot pro-

vile single-sex education. They told that if they considered it necessary they should approach DES about building a school themselves."

What politicians of both parties on the city council now fear is vivaciousness arising from segregation. Something which would further weaken an already fragile situation in a city with a sizeable immigrant community.

At the same time there are educational fears. As the head of a school with a majority of Asian pupils put it: "These people... notions about education are... authoritarian and narrow."

The learning style is rote-learning. Curriculum not dominated by the need to educate the children in the tenets of Islam. The purdah streak in thinking would inevitably mean girls would emerge with a very restricted sense of their own possibilities.

"Control would be severe," questioned obedience would be order of the day.

Another of the pro-Muslim arguments, is that at present children go to the mosque for up to two hours a night after normal school hours.

Mr Abdullah Patel, founder of the MPA agrees it was poor quality instruction, much of it rote-learning. If they had their own schools would improve, he says.

Muslims also complain that the children do not learn Islam in PE lessons. But one head was proud of his record of only two withdrawals from assembly and RE among largely-Asian pupils. "We don't do assemblies," they tend to be known in morality stories.

Such bland acceptance will never satisfy the devout (of any religion). At the same time their plea to concede any adulteration of belief and practice is seen as dangerous and tiresome by a society largely shot through with religious doubt.

For Bradford's Muslims with short of their own schools will do. "And if you won't give us that, there are others who will," was the message last Friday.

Borough pioneer in the equality hot-seat

Hilary Wilce talks to Hazel Taylor, who holds a unique and controversial advisory post in Brent

Hazel Taylor, Brent's equal opportunities adviser, is unique, and likely to remain so for the immediate future. Although one other local authority, the Inner London Education Authority, is planning to appoint an adviser in this area, the post has not yet been created, let alone filled.

In Brent, on the north-west of London, the position was set up amid an enormous furor. The Labour administration, deeply committed to a high-profile policy of racial and racial equality, was determined to push the job through.

But the Conservative opposition objected vociferously, as did local teacher associations. The borough's chief education officer, Miss Gwen Rickus (ironically the only woman director of education in the country) went on record as saying she thought it inappropriate to be creating such extra posts at a time of cut-backs.

All that is now history. Ms Taylor moved into the job last summer and is well into her stride. Nevertheless, the situation is still considered sensitive enough for *The TES* to be allowed to interview her only in the presence of a senior officer. Hazel Taylor, in turn, chooses her words with great tact, although there is obviously both grit and tenacity behind the caution.

She came to the job from the position of senior English teacher at Lewisham School, in south London, and from being involved in setting up equal opportunities in-service training courses. On her desk at

Brent lay not only the gargantuan brief of eliminating sex discrimination in schools, but also the normal workload of an adviser involved in routine matters such as school inspections.

This general work she sees as crucial to her overall effectiveness. In order to have credibility as an equal opportunities adviser, she feels she must be respected as a normal part of the advisory team.

On the equal opportunities front she has become involved in interviews for heads and deputy heads, and spent much time finding out what is already going on in schools.

"It may be a virgin post," she says, "but it's certainly not virgin territory." A number of Brent schools already have equal opportunities working parties and there is an equal opportunities panel at the teachers' centre.

She emphasizes it is not her job to tell teachers what they should be doing, but points out that she does have a specific responsibility for in-service training, and this means all teachers, not the self-selecting sample who might attend specialist conferences and courses.

Much of her training work has been in primary schools, for which she has evolved a three-session course. This starts with the teachers' own perceptions of the position of women in society, moves on to the primary curriculum and organization, and ends with staffs identifying specific aims and strategies for their schools.

To date she has worked with the staff of nine primary schools and has found that, while the level of familiarity with the issues varies enormously, most teachers are keenly interested in the problems. "One thing that emerges is that primary teachers are very aware of girls' brightness. They know that something must go wrong, somewhere, to obscure this." Teachers also tend to be deeply interested in gender role acquisition - how children come to attach specific values to the idea of male and female.

"What I hope I am doing is raising the level at which professional discussion in this area takes place - I'm saying all the time that this is a serious professional issue which we should approach as serious professional educators."

Alongside the courses she provides background reading material, but finds there is little mainstream work available. Most material is still put out privately, and inevitably, at times, somewhat amateurishly.

At secondary level, where staffs are bigger and more diverse, she sees her role as fostering and encouraging work already being done on equal opportunities. Seven out of Brent's 18 schools now have equal opportunities working parties, all looking at different aspects of the curriculum, school organization or the hidden curriculum.

It is not her job, she emphasizes, to promote equal opportunities in science. That is the job of the science adviser.

Despite teacher union opposition to the post, Hazel Taylor claims to encounter little face-to-face hostility. She has never felt that a school is reluctant to have her visit, and now that she is better known, schools increasingly approach her for advice. "Everyone seems to treat the post in a very proper way," she says.

One area of constant difficulty, in an authority where 46 per cent of pupils are non-white, is the problem of culture clash. Hazel Taylor says it is almost impossible to work out "the extent to which you are talking about the inequality of women in a Western and Christian society", but from her discussions with Asian and other women she is convinced that all women want to see changes, even if these are changes which remain firmly rooted in their own

cultural framework.

Having an adviser with responsibility for equal opportunities raises both the quantity and quality of work being done, she feels. None of the primary teacher training would have taken place without her and she is also able to get involved in a wider area than that of education alone. Part of her time recently has been spent in discussions about provision for the under-fives, involving social workers and playgroup staff.

But if Brent were to change political hands, as it easily could, she would be instantly redeployed and this groundwork would come to nothing. Mr Arthur Steel, the borough's shadow education spokesman, said this week that if the Conservatives came to power her post would be "the first one to disappear". In a clutch of "draft posts", he said, "this is the dullest of the lot."

People had not yet been able to work out why girls opted for biology while boys chose physics, he said, but the answer was perfectly clear. Boys and girls were biologically different. Efforts to change things would have no effect except to turn boys into "hermaphrodites and queers".

As *The TES* went to press Labour had no majority in Brent, although this was expected to be restored by a safe-seat by-election at the end of the week. Meanwhile all new posts in the borough are to be reviewed by a special committee, following the carrying of a Liberal resolution.

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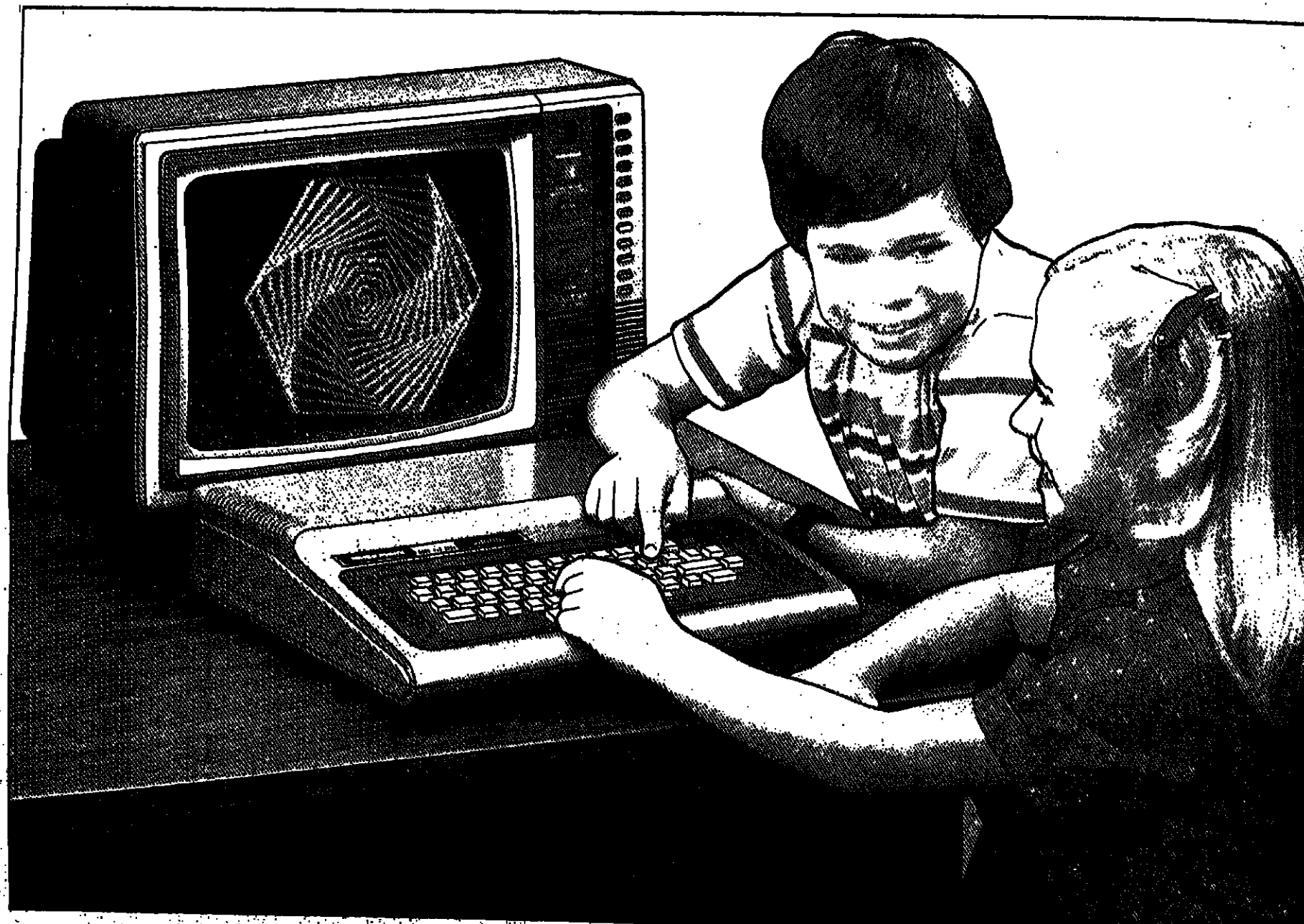
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TES 12

16-plus

GCE and CSE Boards' Joint Council for 16-plus National Criteria

This week we complete our summary of the proposals the Joint Council for 16-plus National Criteria have sent to the Education Secretary.

SOCIAL SCIENCES

The council proposes a "flexible" framework intended to allow the construction of syllabuses drawing on the major disciplines of economics, politics and sociology. Syllabuses drawing on only one discipline are also allowed. They should be clearly designated as such, namely, social science: economics; social science: politics; and social science: sociology.

Combined, integrated and multidisciplinary approaches to the teaching of the subject all win approval, as does the single discipline approach.

Five aims are given. They include:

- Promote individuals' awareness, knowledge and understanding of society and of its development.
- Encourage a critical awareness of social, economic and political arrangements and their effects.
- Develop the use of social scientific method including the collection, analysis and interpretation of data.

Four assessment objectives are given in which all candidates will be expected to show their competence. They include:

- Skills of comprehension, communication, and the interpretation of data presented in different forms including literary, numerical and graphical.
- The abilities to recall, organize, analyse, interpret and evaluate social scientific knowledge and to apply that knowledge.
- The ability to distinguish between evidence and opinion.

Content is described by nine themes. They include:

- The inter-relationship and interdependence of social, cultural, economic and political factors at a

range of levels: individual, group, institutional, national and international.

● The process of income and wealth generation and distribution, the problems of scarcity and choice, and alternative means of allocating resources.

● The sources, distribution and exercise of power in societies.

● The implications of gender for society and for the individual.

The content of syllabuses focusing on an individual social science discipline, such as economics, is more tightly defined. Thus, five themes are stipulated for inclusion in social science: economics as a minimum requirement.

Examining groups should consider the use of differentiated forms of assessment. All schemes of assessment should include stimulus material testing both literary and numerical skills, restricted response questions and free response questions. They should include an end-of-course written exam. If coursework is used, it should account for 20 to 50 per cent of the available marks. No more than 40 per cent of the marks should be awarded for the skill of recall.

RELIGIOUS STUDIES

The council sets out five aims for the subject. They include:

- To promote an inquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
- To introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
- To help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.

Three main assessment objectives are given covering the areas of factual knowledge, understanding and

evaluation. Examples include:

- Show understanding of the role and importance in religion of special people, writings and traditions.
- Show understanding of religious and where appropriate, non-religious responses to contemporary moral issues, both personal and social.

Six major world religions - Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism - are approved for study. One or two of these may be explored from a variety of approaches such as origins and teachings, history or sacred texts. If only one religion is used, it must be studied through more than one approach.

Alternatively, candidates can opt for a thematic study of three religions. Suggested themes include: founders or leaders, festivals, fasts and solemn days and worship and ritual.

Syllabuses dealing with a particular religious or denominational tradition will be allowed provided all the assessment objectives are met. Assessment objectives shall be weighted as follows: knowledge 35 to 45 per cent of the available marks; understanding 35 to 45 per cent; evaluation 15 to 25 per cent.

Differentiated forms of assessment must be included in all schemes drawn up by exam groups. Teacher assessment is allowed and should normally account for 20 to 30 per cent of the available marks.

MUSIC

The council says its criteria are intended to encourage "imaginative teaching in schools and foster a greater understanding of music through more direct experience of the creative processes involved". It sets out nine aims. They include:

- To develop sensitivity towards music through personal experience by the exercise of imagination and the acquisition of skills and knowledge.

● To stimulate and develop an appreciation and enjoyment of music through an active involvement in the three musical activities: listening, performing and composing.

● To develop a perceptive, sensitive and critical response to music of different styles in a historical and cultural context.

● To encourage the development of memory and the acquisition of skills of a more general nature such as analysis, inventiveness and coordination.

Assessment objectives are described under three headings: listening, performing (prepared and unprepared), and composing.

Content is also described under these headings though room is left for options based on them. The council says it is looking for a "spontaneous and informed response" which will be more likely if children have the chance to encounter music at first hand. The construction of musical instruments and "peripheral and non-musical" projects should not be included.

Marks for each of the three assessment objectives should range between 25 and 40 per cent of the total available. Options, if included, can carry between 10 and 25 per cent of the marks.

Multiple choice questions, short answer questions, free response questions, short essay and extended paragraphs are all approved as methods of assessing listening ability. Differentiated assessment is not necessary. Most exams would be board-based. Total examining time for listening should not exceed two hours.

Tests of performing ability will be automatically differentiated. They will be conducted by the teacher and externally moderated or by an external examiner. Schemes of assessment will take into account the difficulty of the music and the standard of performance.

Tests of composing ability will also be automatically differentiated. Again, teacher or examiner assessment will be possible. Assessment should quantify variety, consistency of style, balance and form.

GEOGRAPHY

The council lists eight aims for geography, five of which relate to knowledge and understanding, one to skills and two to values.

They include:

- To develop an awareness of the characteristics and distribution of a selection of contrasting physical and human environments.
- To develop a range of skills associated with the observation, collection, representation, analysis, interpretation and use of data, including maps and photographs.
- To encourage an appreciation of the significance of the attitudes and values of those who make decisions about the management and the use of terrestrial space.

Eleven assessment objectives are given, five of which relate to knowledge and understanding, five to skills and one to values.

They include:

- Demonstrate a grasp of the geographical ideas, concepts, generalizations and principles specified in the syllabus and an ability to apply these in a variety of physical, economic, environmental, political and social contexts.
- Use basic techniques for obtaining, observing, recording, representing, analysing, classifying and interpreting data.

The council sets out elements of content essential to the achievement of the assessment objectives. They comprise: a first-hand study of a small area, preferably the student's home area; a study of contrasting areas and/or themes within the British Isles; a consideration of the United Kingdom's relationships with

wider groupings of nations; a study of issues such as the problems of opportunities in less affluent nations and the problems of large cities; topics which focus attention on inter-relationships between people and their environment.

Exams conducted by boards should ensure that candidates are assessed over an adequate range of assessment objectives. If school-based assessment is included, it should account for at least 20 per cent of the total marks and cover areas such as fieldwork and coursework which cannot be incorporated in board-based exams.

CLASSICAL SUBJECTS

This umbrella title is taken to include Latin, Greek, Greek civilization and Roman classical civilization. The subjects may be taken individually or in combination to produce courses that are purely linguistic, a mix of linguistic and non-linguistic or purely non-linguistic.

Criteria are drawn up to cater for the full ability range of the 16-plus exam (the top 60 per cent, even though the council expects that candidates for linguistic courses will be drawn from the higher end of this range).

Aims, assessment objectives, techniques of assessment and grade descriptions are given separately for linguistic and non-linguistic courses. Four linguistic aims are given. They include:

- To read, understand, appreciate and make a personal response to some of the literature in the original language.
- To encourage an analytical approach to language by seeing English in relation to a language very different structure and observing the influence of the ancient language on our own.

Four non-linguistic aims are given. They include:

- To acquire some understanding of its historical context, of the civilization studied through literature, art, archaeology and other evidence.
- To read, understand, appreciate and make a personal response to some of the literature in translation.

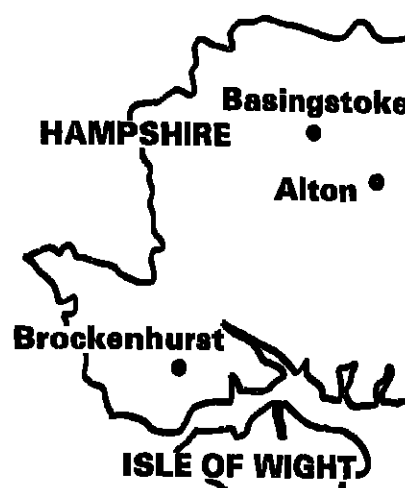
Assessment objectives are also given. They include:

- To demonstrate competence in the language.
- To relate the language studied to one's own.
- To demonstrate a knowledge and understanding of prescribed Greek and/or Roman literature in translation, to understand it within its historical context and to connect it with the author's literary technique.

Assessment objectives are also given for the particular courses studied. Content for Latin and Greek courses must take in sufficient study of the language and its prose literature to equip candidates to undertake an unprepared prose passage and to respond to Greek and Roman authors.

No minimum core of content is specified for classical civilization, though syllabuses should fall within the accepted chronological and geographical limits of these subjects. Weights are given for particular tasks such as the translation of English of an unprepared prose passage.

Every examining group should provide a board-based, externally assessed exam for those candidates who want this. In last week's TES we summarized the proposed criteria for modern languages, English, biology, computer studies, CDT and chemistry.



Biddy Passmore accompanies MPs around a county on a field trip looking at education and training for 14 to 19-year-olds

At 8.45 one morning last week, a train pulled out of Waterloo Station laden with five MPs, an adviser and two House of Commons clerks. The Select Committee on Education, Science and the Arts was on the move.

The party was bound for Hampshire to see at first hand how the county educated its teenagers and to take evidence from teachers, officials, councillors, and - yes - even young people themselves. There were two Labour MPs, the committee's energetic chairman, Christopher Price, and former headmaster Martin Flannery, and three Conservatives - John Osborn, David Madel and Tim Brinton.

It was the MPs' second "field trip" during their current study of education and training for 14 to 19-year-olds. The first, to blighted Cleveland, had unearthed considerable worries about the Government's Youth Training Scheme in an area of very high unemployment. Wouldn't the scheme, with its £25 a week allowance, lure young people away from full-time education? Where were work-based places to be found with the biggest local employers in the throes of the recession? And what about the thousands of unemployed youngsters who would be too old to qualify for the scheme?

Rural Hampshire on a crystal-clear winter's day seemed worlds away from such problems. Unemployment, for instance, runs at only 10 per cent compared with a national rate of nearly 14 per cent. Of course, the county had been selected because it would provide a contrasting picture. (The committee's third and last visit, to the London borough of Richmond, will be different again.) But Hampshire has its problems, too.

The staying-on rate does not appear to be one of them - if "staying on" is the right expression in an authority which has more than three times as many 16 to 19-year-olds in separate post-16 colleges as in all-through comprehensives. Overall, 55 per cent of Hampshire's 16 to 19-year-olds either stay in or go on to full-time education.

A bigger worry for Hampshire appeared to be that artificial barriers were preventing schools and sixth-form colleges from helping the young unemployed

With most pupils from relatively prosperous, supportive homes, there seems little danger that many will be lured away by the MSC's allowances. (Young people on the ex-lining Youth Opportunities Programme are stressed to MPs that the money hardly covered their costs anyway.) A bigger worry in Hampshire seemed to be that artificial barriers were preventing schools and sixth-form colleges from helping their part in the young unemployed.

Mr John Baker, principal of Brockenhurst sixth-form college, told the committee that the county's 12 sixth-form colleges felt "uncomfortable and frustrated, sitting on the sidelines" while further education colleges were getting involved in the Youth Training Scheme.

The MSC had decided that sixth-form colleges were not to be used for the new scheme's courses, Mr Baker said. He was very disappointed, because he wanted the courses.

Mr Michael Porter, regional director of the MSC, was unable to shed light on why sixth-form colleges were excluded. But he made it clear the commission's first intention was to use further education colleges.

Perhaps one of the reasons the MSC is avoiding sixth-form colleges is the restrictions imposed on them by regulations, which assume that schools are full-time, academic institutions while further education colleges are assumed to be part-time and vocational.

The committee is widely expected to recommend urgent changes on this front, probably in the form of an intermediate set of regulations for all separate post-16 colleges.

Meanwhile, Brockenhurst wants



Hampshire and the college dilemma

potential Oxbridge students to those who take no exam courses at all. Each student is given an individual programme, worked out in advance, which includes "main studies" - meaning, mischievously, courses to balance the student's main areas of study (a policy that seems to work - out of 28 taking languages at A level, 14 take maths as a main study).

Queen Mary's manages to keep up with each student's needs through an elaborate tutorial system common to all of Hampshire's sixth-form colleges. Each tutor is allocated about 15 or 20 students covering the whole range of ability and a wide spread of subjects. Students meet their tutors twice a day and individually for an hour each week and may also accompany them on

But it would not be the first of Hampshire's sixth-form colleges to do that. At Alton, a small and wealthy town with about 12,000 inhabitants, the county's only purpose-built sixth-form college has already had the change approved and goes tertiary this September.

You might think that Alton College had enough headaches already without giving itself a new role. Its attractive, single-story buildings were designed for 250 students; the college now has 620.

Alton's bulging student population - mainly the result of a highly successful drive to attract students from the independent sector - achieves good academic results. Half of the second year students go on to higher education.

But, as Mr Michael Gray, the principal, explained to MPs during a whistle-stop tour in the morning, the college cannot cope with students of below average ability. Hence the change to a tertiary college, with new buildings springing up to house courses in catering, engineering and business studies.

Like Mr Baker, Mr Gray would like his college to take part in the Youth Training Scheme. In his case, the technical barriers to participation will have been removed from this autumn, but he thinks it unwise to jump too fast in the first year of going tertiary. "We wouldn't have all the buildings and there is uncertainty over our own finances", he said.

Another sixth-form college the MPs visited during the morning catered for a wider spread of ability. This was Queen Mary's College in Basingstoke, the London overspill town that is a characterless mixture of large housing estates and wealth created by the computer revolution - "roundabout city", as it is commonly known.

Unlike Alton and Brockenhurst, Queen Mary's has a further education college nearby to share the education and training of 16 to 19-year-olds. Queen Mary's caters for the bright students destined for college or university, takes its share of the middle ability students - and provides some remedial courses for those who are unable to get into the further education college. As its principal, Eric Macfarlane, told the MPs: "We have everything from

outings and holidays. Eric Macfarlane emphasized the adult atmosphere of the college and called the students' freedom to come and go "responsibility" - a description somewhat sceptically received by the Conservative MPs. There are, for instance, silent study rooms supervised by staff; the students can go if they wish but are not forced to do so. Students run their own clubs and activities with a member of staff in the background. Judging by a brief visit, the policy seemed to work well.

The same atmosphere prevails at Alton College.

Hampshire has moved further with sixth-form reorganization than any other large education authority. With one purpose-built tertiary college in Andover and 12 sixth-form colleges, it has 5,500 16 to 19 students in separate post-16 colleges compared with only 1,600 in the 20 all-through comprehensives, which are mainly concentrated in the South-east.

Not surprisingly, therefore, the MPs found a good deal of support for the break at 16. Of all the teacher unions gathered to give evidence, only the spokesman for the Secondary Heads Association expressed serious reservations about separate post-16 provision for all. "Some pupils are ready to go on and take adult attitudes. Others need the support of an all-through school", he said. One NUT representative also stressed the staffing problems of 11-16 schools.

But if the MPs came to Hampshire looking for a uniform system of support for tertiary colleges, they did not find it. While nearly every one supported post-16 provision, there also seemed to be general agreement that a tertiary college was the best solution for some areas but a mixture of further education and sixth-form colleges was better for others.

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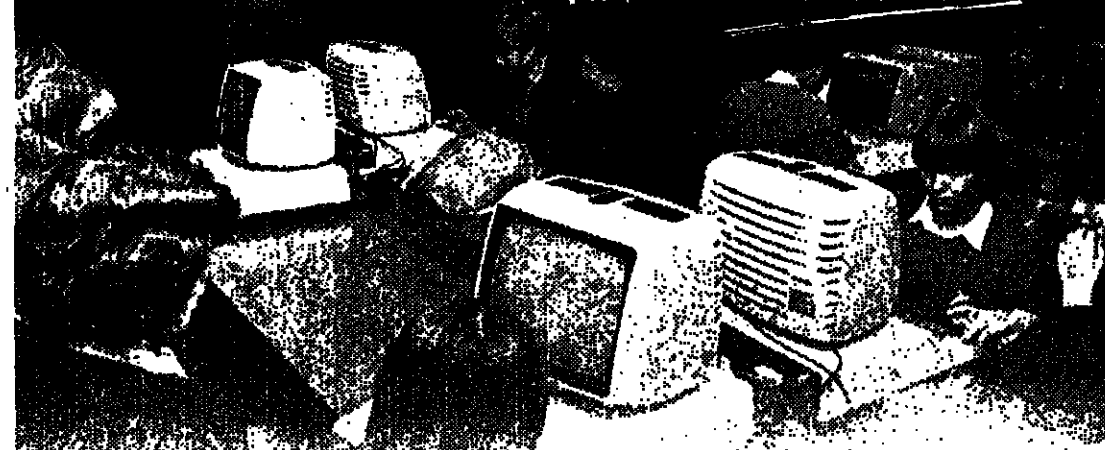
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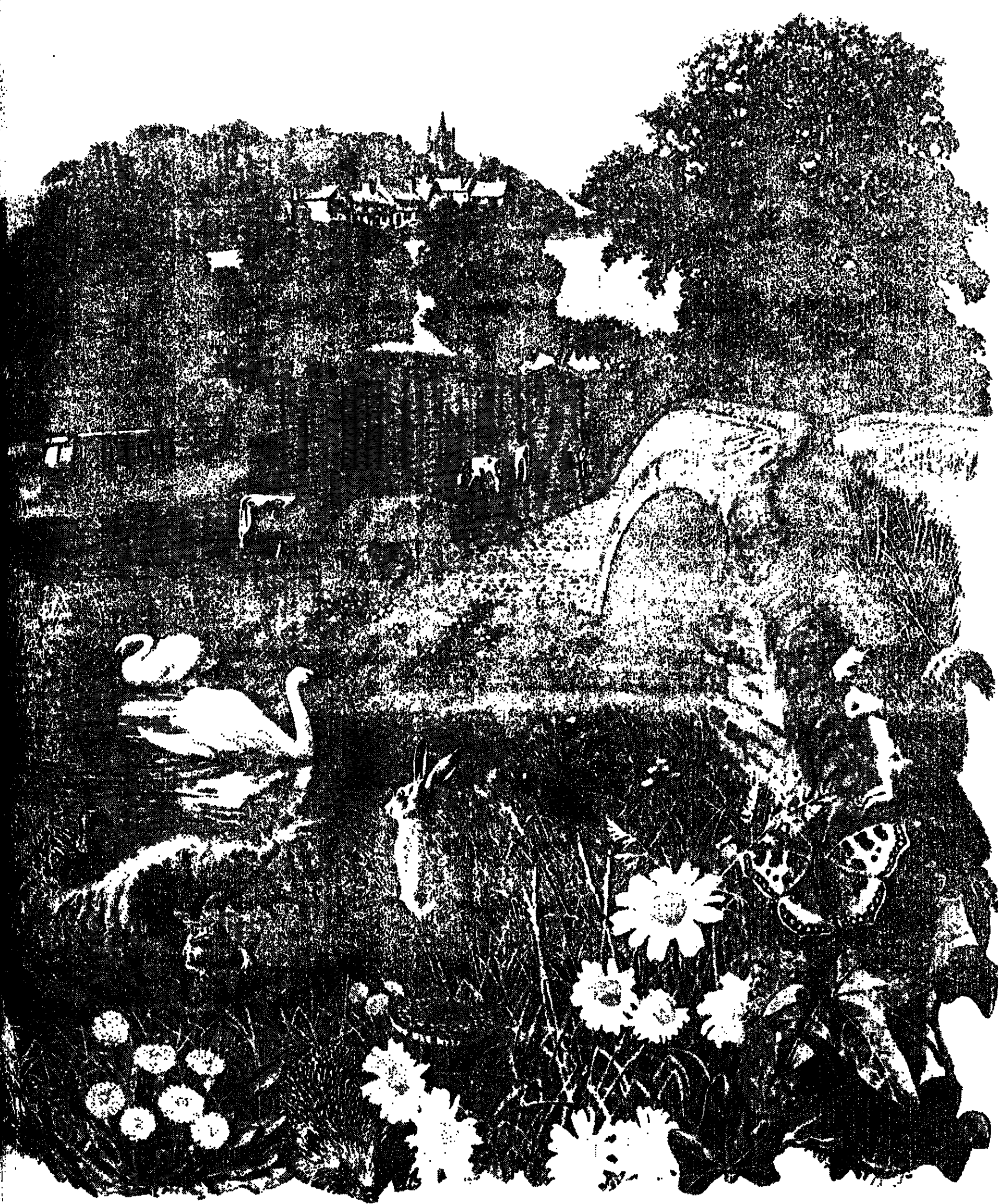
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SCHOOL TO WORK

John Walshe reports from Dublin on high-level criticism of programmes for the young unemployed

Man in charge calls Irish youth schemes a waste

Ireland's training and work schemes for the young unemployed are mostly "meaningless activities" according to the man responsible for running them, Mr Niall Greene, chief executive of the government's Youth Employment Agency. The agency, financed by a 1 per cent levy on all incomes, was set up last year to expand existing schemes and develop new initiatives.

Mr Greene is making it clear that he thinks attempts to reform many of the schemes have been a waste of time.

He says they are predominantly geared to providing services which would normally be met out of the exchequer and were not designed to meet the educational, training and work experience needs of the participants.

Even quite progressive groups look on youth unemployment as an opportunity to have facilities or amenities provided on the cheap rather than addressing themselves to the more deep-seated needs of the young people themselves, Mr Greene adds.

The agency is against the continuation of narrowly based programmes and wants to replace them with a more varied approach.

Mr Greene wants two schemes scrapped. One is an environmental improvement programme set up in 1977 and implemented by local authorities.

The other is the Department of Education scheme under which grants are paid to youth and sports organizations which hire young people to improve local amenities.

Mr Greene has annoyed some people but pleased the National Youth Council which wants the agency to achieve greater coordination of training and work schemes. The new coalition government has promised to remove obstacles in the way of the agency.

This year the 1 per cent levy will yield about £127m and some other funding will be available from the EEC.

About 45,000 young people will engage in schemes financed by the agency - long and short term, apprenticeship, school to work projects, a trainee farmers' scheme, a youth employment development officer programme and other measures.

In a recent speech Mr Greene attacked the preoccupation with statistics on the unemployed and with "head counts". He claimed that the country had established an institutionalized distrust of the good faith of the unemployed and their genuine desire to have productive long term employment.



Positive action: TUC support is sought for wider training facilities for women.

Unions press for more action on girls' training

by Richard Garner

Moves to get the TUC to back a campaign of "positive action" to increase education and training facilities for girls in the Government's New Training Initiative will be made next month.

It will be one of the key issues debated at the TUC's women's conference in Scarborough for several unions have tabled motions on the subject.

NATFHE, the college lecturers' union, is urging the TUC to press the Manpower Services Commission to adopt policies of "positive action" in the NTI which will remedy existing inequalities in education and training provision.

Its motion is urging that schemes under the Youth Training Scheme should only be approved if sponsors give a written commitment towards equal opportunities policies.

In addition, a motion from EEP-TU, the electricians' union, recognizes "there is potentially a new opportunity for girls to gain experience of non-traditional jobs and industries" with the YTS.

It urges the MSC to give girls "positive encouragement" to apply for non-traditional training courses. An amendment by TASS, the white-collar workers' section of the Amalgamated Union of Engineering Workers, demands genuine employment and training opportunities for women with a massive increase in apprenticeships.

It seeks, too, similar long-term

Spain/James Connell

Prison budget gives learning a low priority

MADRID: Teachers attached to prison education services have submitted a highly critical report to the general director. They claim that the overall budget is ridiculously low to organize education of any sort, especially in strengthening security measures. Only 2 per cent of the prison population is enrolled.

Last year's financial coverage for education services amounted to an annual £25,000, an average of £315 per prisoner which worked out at £1.25 per inmate.

Prison authorities are conscious of the problem and support the teachers' demand, but emphasize that all available funds in recent years have been channelled into modernizing the ancient buildings.

Prisoners claim that it is virtually impossible to study in the present overcrowded conditions, where several men share a cell. Of a current prison population of 22,000, only 149 students are enrolled in open university courses.

Most inmates' educational qualifications are scanty with only 2 per cent holding the equivalent of O level. Fully 10 per cent are illiterate, and attention is focused on those with illiterate relatives.

Only 224 inmates, 3 per cent of those enrolled, achieved their diploma in first cycle education, approximately O level standard. Privately-run correspondence courses have lately decreased in favour of state-run radio tuition. Prisoners found correspondence courses expensive and the material often difficult to follow.

The new Socialist Government may introduce reforms and expand educational services despite the costly rebuilding programme.

Standards and equality slip away

A dispiriting picture of a school system in deep decline emerges from a new study of contemporary America.

The study describes how standards are slipping and how more and more pupils are being withdrawn into private schools. It shows how the financial base of schools is being eroded and points out that in a system dedicated to equality it is still the black, Hispanic, Indian and poor white pupils who are the losers.

America, Americans is written by two *Economist* journalists, both of whom have spent a number of years reporting from Washington.

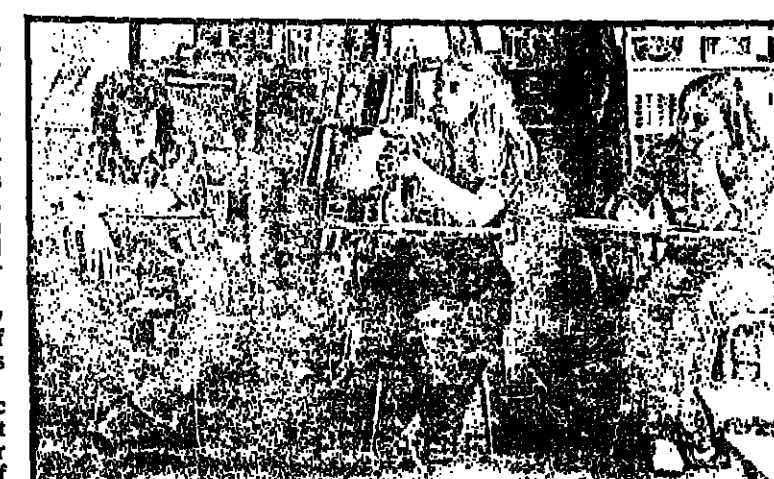
The authors take the Scholastic Aptitude Test (SAT) results - what they call the Dow Jones Index for education - as a rough measure of national schooling standards. Scores peaked in the post-Sputnik years, but have declined each year since 1963 with gathering speed. Over these years the pool of pupils taking the test has grown but this dilution, they say, only partly explains the drop in scores.

This decline is reflected in other tests such as the American College Test and the Iowa Testing Programme. In all these tests only among the very brightest pupils has there been no deterioration.

The authors isolate a number of causes for this decline. These include aspects of the two main and conflicting influences on schools - a desire for standardized uniformity and an emphasis on individual freedom and local control.

Parents, they say, are quick to attribute poor results to problems of discipline, although the reality of violence in American schools is nowhere near as shocking as the common myths of mayhem.

There is also a widespread belief that teachers are not up to scratch - and plenty of evidence to fuel the allegations. "When teachers in Wales, Wisconsin, a suburb of Milwaukee, sent in proposals for a cur-



American schoolchildren: caught up in a failing system.

riculum", the authors write, "their spelling mistakes included 'dabate', 'wood', 'separate' and 'document'". Another reason for slipping standards is thought to be the lax grading of pupils. Many teachers, steeped in the libertarian ideals of the educational thinker, John Dewey, are reluctant to fail students by giving them low grades. This is "a cruel kind of help" in a country geared to achievement, the authors believe, since it simply passes on the job of failing the unqualified to employers and colleges.

An increased choice of school courses and a relaxation of college entry requirements have also played a part in the national slippage. If credits are given for courses in environment studies, mass media, astrology and student government, the authors point out, fewer pupils are going to opt for hard courses in French, German or algebra.

The result is often a frightening lack of basic skills. An economics lecturer at the University of Southern California complains that the English writing skills of many of his students are so poor that some do not know even to capitalize the word "I". Two thirds of the high school graduates going on to City College in New York need remedial classes - a high figure even for an open access college.

However, in contrast to the increasing flexibility of subject choice, school texts remain standardized. As a bland products which will safely suit all trends and give offence to no one. This format of standardized texts and tests, the authors say, has some pluses, but many more minuses. "It reinforces certain typical American intellectual characteristics: determination to find answers to every question, a respect for individual facts, an impatience with ambiguities or shades of meaning. There is also a price to pay: a certain mental passivity, and unwillingness to question authority or ask why, a weakness of blending fact and opinion that comes out clearly, in the poverty of students' writing."

Teachers are further hampered in their classrooms by being very much under the thumb of powerful school boards and parent-teacher associations. Mr Albert Shanker, leader of

the American Federation of Teachers, has said impatiently that teachers "are surrounded by parents who feel they could do as good a job teaching children, if they weren't too busy making money". Additional pressures come from religious fundamentalists who vet texts and teaching for any hint of anti-Bible sentiment, and from an overall national tendency to treat booklearning with a hint of scorn.

"It is perhaps only in the Supreme Court or the Court of Appeals that the word 'scholarly' applied to a piece of work is a compliment", the authors write.

Whatever the reasons for the decline of state schools, parents are certainly pulling their children out of them. While overall pupil numbers have fallen, the number of children at private schools - about five million - has remained constant. Attendance at non-Catholic private schools has risen from 700,000 in 1960 to 1.7 million today.

State schools are being further weakened by increasingly precarious finances. The structure of the country's population is changing rapidly, and now only three out of ten adults have children in state schools. As a result taxpayers are becoming more reluctant to cough up extra cash for their schools. The rejection rate in local voting on new bonds to finance schools is now 50 per cent, double what it was in the 1950s.

While some progress has been made towards integrating schools and improving the achievements of black pupils, the authors write, this has been done at enormous cost. A reaction has now set in, and the battle of the 1980s will not be to gain further ground, but to prevent a sliding back.

Hilary Wilce

America, Americans by Edward Fawcett and Tony Thomas. Collins £12.95.

Christopher Follett on the Danish Government's attempts to reduce its teacher glut

A crisis of over-production

With the austere economic policies of Denmark's new Conservative-Liberal minority coalition Government taking effect, the recession is being more keenly felt in education, which has had to bear its share of extensive public expenditure cuts.

At the root of the teachers' dilemma are not only cuts born of the current economic slump, but also looming unemployment occasioned by a dramatic decline in pupil numbers expected over the next decade, coupled with continuing "overproduction of new teachers."

After the baby boom of the post-war years, Danish population growth is now virtually static, meaning that the number of pupils attending the *folkeskole* (primary and lower secondary state school

catering for the age group 6-16) will fall to 560,000 from the present 700,000 during the next decade. At the same time, ministry of education estimates forecast an increase from the present 3,000 to 12,000 unemployed *folkeskole* teachers by 1985, a figure expected to double again by the early 1990s. By then there will be approximately 18,000 trained *folkeskole* teachers too many.

Similarly for *gymnasium* (upper secondary school) teachers; ministry figures show that the Danish education machine is still massively over-producing educationalists. By 1995, a recent report foresees, Danish universities and teacher training colleges will have produced double the present number of *gymnasium* teachers, or some 14,500 in all, to fill an estimated 4,500 new posts (as compared to today's requirement of some 6,000 new teachers annually).

Faced with these stern realities, the Liberal Minister of Education, Mr Bertel Haarder, Liberal Minister of Education, has set about cuts which are beginning to hurt the normally rather comfortable Danish teaching profession. First, six of the country's 30 *folkeskole* teacher-training colleges are to be closed from this summer, with a further seven establishments. On top of this, personnel cuts of approximately one-sixth of the 37,000 full-time teaching and ancillary staffs at Denmark's kindergartens, day nurseries and creches have just been announced.

The feared mass laying-off of teaching staff by local education au-

thorities as schools adjust to lower numbers of pupils has already begun, with Roskilde Council in the Greater Copenhagen area already sending dismissal notices (effective after the summer holidays) cut to 40 teachers. Other councils are inevitably about to follow suit. Private schools - most of which are to some extent state-aided in Denmark - have also been urged to cut back.

To stem the overproduction of *gymnasium* teachers, Mr Haarder this month announced controversial plans to shut down the entire humanities faculty at Roskilde University Centre (RUC), west of Copenhagen, the newest of Denmark's five universities, opened in 1972. The plan, if it goes through, would put an end to RUC's annual turnout of some 50 *gymnasium*

humanities teachers (notably in Danish, foreign languages and history), switching the university's focus to business and commerce-oriented studies.

The number of students at RUC would drop from the present 2,400 to 1,200, along with foreseeable cuts in the academic staff (currently at 250) as well as threatening 350 other posts at the university.

The announcement of Mr Haarder's cuts at RUC unleashed an immediate reaction throughout academic circles in Denmark, with RUC itself being occupied by angry students, RUC staff staging strike actions, and mass demonstrations and walkouts carried out by the 67,000 students at Denmark's 20 institutions of higher learning.

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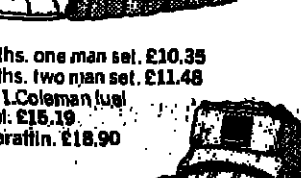
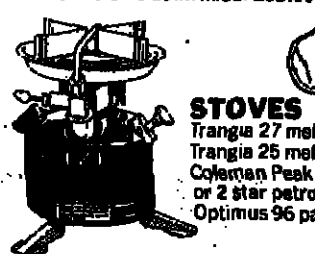


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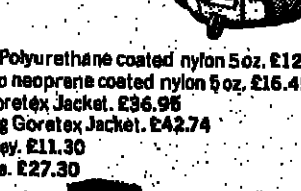
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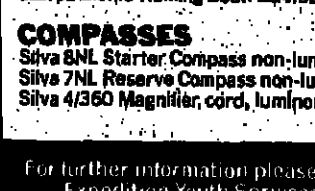
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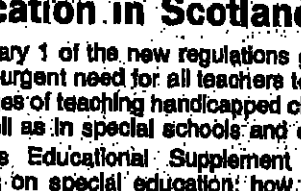
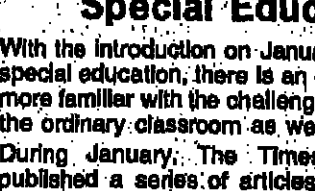
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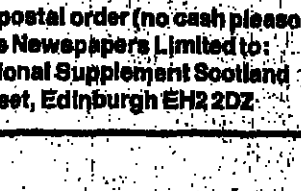
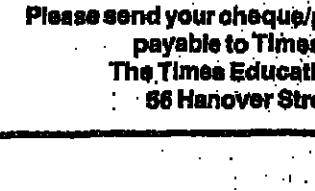
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Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes. During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

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Edited by
Mark Jackson



Government orders itself to pay tax on YTS fees

The Government is proposing to charge itself VAT on part of the money it is spending on the Youth Training Scheme. It means that several million pounds of the YTS budget will find its way back to the Treasury.

The tax is to be charged on fees paid by the Manpower Services Commission to managing agents for the scheme, who are likely to include local authorities, industrial training bodies, voluntary organizations, and trade associations, as well as big employers.

The agents are to be paid £100 per trainee, but will get an extra £15

added in each fee to cover their VAT liability. It only applies to those with an overall income of more than £17,500 a year.

Customs and Excise have told the MSC that VAT must be paid on the fees because they are payment for a service, unlike the grants which will be paid to employers to cover the pay and training costs they incur.

The VAT bill is likely to be around £4m, some of which may end up in the managing agents' pockets because they will be able to offset the VAT on the goods and services they buy for their schemes.

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TES

LETTERS

Reaping the harvest of 16-plus

Sir - "Down with 16-plus" (Henry Macintosh, TES, February 11) highlights issues of such magnitude that it is a pity that the educational practitioners, have not been far more vigorous in debate before now.

The issues raised are uppermost in the minds of many of us. As a deputy head of a large comprehensive school, responsible for creating an appropriate curriculum for all levels of ability, I feel a sharp tension between curricular ideals and the realities of assessment. I share much of the unease expressed by Mr Macintosh when he attributes the reaping of a "harvest of alienation" to a lack of reform of our public examinations system. Indeed, as the ways in which we assess pupils in schools are often strongly influenced by public examinations approaches, the alienation will be reinforced through internal, as well as external, assessment activities.

As the same time, as a chief examiner with a CSE examinations board and as a member of a 16-plus subject committee, I reflect, frequently, on the present and likely future shortcoming of our public examinations system in relation to much of the work actually taking place in our schools. At a time when many educators are viewing the period of compulsory secondary education as a period when much more individual "guidance" and in-

dividual "enrichment" is desirable, a plan of campaign has developed in which the same subject-specific and pupil-divisive elements common to the existing GCE and CSE pattern may be found.

The opportunity to create a public examination system which responds to curriculum progress has been lost. If 16-plus becomes a reality in schools, it will dominate those schools. It will, through its subject-specificity, prevent schools from developing appropriate curricula in which "enrichment" supplement and enhance essential and relevant learning for all. Through its search for a candidate consisting of the top 50 per cent it will divide children just as effectively as they are divided now - into those who matter sufficiently to be of concern to the proponents of national criteria, and into those who do not, who do not warrant a place in the national consciousness. Unless we attend to this problem with urgency, the alienation of groups within our society will grow to proportions of which we can only surmise with despair.

So, it is with relief that I see a secretary of a public examinations board suggesting a way out of the dilemma. What Mr Macintosh proposes is not necessarily new - what ever happened to RASPs? Nevertheless, the search for an approach to

assessment through the subjective profiling by children's teachers must go on and increase in urgency. It may be that the i.e.s. are the most appropriate validating and accrediting agencies - certainly, as Mr Macintosh contends, being at the centre of the relationship between school and community, they are ideally placed. However, I am sceptical that many i.e.s. have either the expertise in assessment techniques or the will to develop them. I am of the view that unless there is considerably more push from people such as Mr Macintosh, from the schools and from the community, such initiatives now to be seen in Oxfordshire will, sadly, be the bright exception in a dismal and divisive educational norm.

ROGER C CLAY

The New House
The Broadway
Edington
Nr Bridgwater
Somerset

Low profile

Sir - Would somebody tell me why we have an exam at 16 when no other European country needs it? They even manage to avoid East Swinshire's profiles (don't we all).

JOHN LELLO
Headmaster
Seely's School
Bruton
Somerset



Have you experienced sex discrimination in promotion?

Job equality

Sir - Women have received equal pay in the teaching profession since 1961 but women teachers still earn substantially smaller incomes than their male colleagues. Women constitute over 50 per cent of the teaching profession but fill a far smaller proportion of the principalships and other senior posts.

The Equal Opportunities Commission for Northern Ireland would like to find out why. Is there a reluctance to promote women teachers or are women teachers reluctant to apply for promotion? We would like to ask any of your readers who are teachers whether they feel they have experienced sex discrimination in promotion. Alternatively, if they have decided not to seek promotion, is it because they feel they will not stand a chance, or

because back-up facilities to combine home obligations with teaching responsibilities in school are not available, or because of some other reason?

The commission would very much like to hear from women teachers about their attitudes and experiences regarding promotion. Teachers who would like to help us should contact the Equal Opportunities Commission for Northern Ireland at Lindsay House, Callender Street, Belfast BT1 5DT or ring Belfast 242752. We would like to emphasize that all communications will be treated in the strictest confidence.

NAOMI WAYNE
Chief Enforcement Officer
EOC, Northern Ireland
Lindsay House
Callender Street
Belfast

boards as well as schools have the interests of candidates at heart.

KATHLEEN TATTERSALL
Acting secretary
Associated Lancashire Schools
Examining Board
12 Harter Street
Manchester

Words and posts

Sir - In the article, "Schools' appeal wins higher exam grades for 44" (TES, February 11) you have correctly reported that the 16-plus English examination taken by the pupils of Laurence Jackson School was administered by the Associated Lancashire Schools Examining Board on behalf of the Northern Joint 16-plus Consortium. It is therefore more appropriate for that board to comment on the detailed workings of the remarking exercise.

However, I have just two observations which I should be glad if you would publicize. The use of the word "battle" by your correspondent is a little unfortunate when the boards concerned have done their utmost collectively to ensure that Mr Vickers' candidates were awarded a fair result. Second, you

have inadvertently promoted a senior member of my staff. Mr Alan Donlan is the principal assistant secretary responsible for examinations administration, not secretary to the board.

B PARK
Secretary
Yorkshire and Humberside Regional Examinations Board
Scarcliffe House
136 Derbyshire Lane
Sheffield

No copies

Sir - In the article by Richard Garner concerning my school's appeal against the grades awarded in the 1982 16-plus English language examinations (TES, February 11), I wish to correct the statement made in the second last paragraph.

I did not send copies of the correspondence to Dr Rhodes Boyson, Mr Kinnock or indeed to any political body.

J A VICKERS
Headmaster
The Laurence Jackson School
Church Lane
Quisborough
Cleveland

would be nobody's responsibility.

Consider again what measures the governors of an unpopular school would be able to employ to revive its fortunes. They would not be able to spend money, as they would have none to spend. The only really dramatic move which would be open to them would be to replace the head teacher and/or a significant section of the staff. In such circumstances, the job of the head teacher in particular would become every bit as precarious as that of the professional football manager. In urban areas, one can also envisage the situation of two neighbouring

schools having formerly been under the control of different i.e.s. one a high-spender, the other a low-spender. The school from the high-spending area will have a ready-made advantage in the popularity stakes. The school from the low-spending area, run-down and deprived of resources will suffer further loss of revenue as its numbers decline. "To them that have, shall be given, to them that have not, shall be taken from them".

PETER B BLACKBURN
103 London Road
Browhills W Midlands

for a single voice of support for this headmaster from one of the Anglican clergy.

Wake up the Church Militant! Martyrs have died for our freedom of worship. Stand up for the Rev Roger Gilbert.

I am not surprised that the headmaster disbanded the PTA for objecting to his quite reasonable views on running a Church school. There are plenty of state schools available for children of parents who seem to think that the Cross is just a means of averting the interior decoration of the school hall.

When this case was reported in the Midlands press, I waited in vain

FEATURES

Fun and friends under the red woggle

Sara Parker looks at Scouting for smaller boys



Photography: Julian Simmonds

"Who are we?" yelled the scouting leader in her green troop sweat shirt and work-worn jeans. "Beavers, beavers, beavers", chorused the six and seven-year-old boys with an enthusiasm which practically raised the church hall roof.

"And what do we do?" called out the leader. "Fun and friends. Sharing, sharing, sharing", shouted back the youngsters. Ritual over, it was down to work, which included creative activities like painting and eggbox sculpture, games and that week, a visit from two local firemen with a film on safety in the home.

Beavers are under eights; too young to be cubs, but a growing phenomenon in the Scout movement. Last October, they were officially recognized by the Scout Association and since then some 500 groups have been set up in England and Wales.

The guidelines for beaver groups - or colonies as they are called by the association - are unusually vague for a movement which has a tradition of formalized training and disciplined development. Little is laid down beyond the motto "fun and friends", and a uniform which is simply a turquoise scarf and red woggle worn over everyday clothes.

The association's director of programmes, Derek Twine explained: "We are trying to keep the beginnings as flexible as possible, and to provide something based on the interests and needs of the age range and not bounded by traditions or by what we do with other age ranges."

In reality, this means that when the association's review body meets this July, it will be looking for ways of steering the difficult course between the faction who want a formalized training programme for the under-eights and those who are happier with a more relaxed play-group type of atmosphere.

Beavers, however, are not as new to this country as the association's cautious recognition of them might suggest. In Northern Ireland, for example, they have been flourishing under the autonomy of the province's regional scouting council since the sixties, while on mainland Britain, a few informal groups have been set up - some under other names such as Imps or Little Brothers.

The name, beaver, comes from Canada where the under-eight colonies are as widespread in the mythology of a tale called *Friends of the Forest* as the cubs are in *Kipling's Jungle Book*. In Canada, beavers have become an important part of the national scouting movement with their own uniform, badges and well-developed training programmes.

It was after hearing about the Canadian beaver that Irene Murfin, a mother of three, decided to set up one of the first beaver colonies in this country. She recalled: "When my middle son was about five, he asked when he could get to cubs. I had to explain that he'd have to wait until he was eight - and at that age, it seemed like an awful long time."

That was less than two years ago, and yet when Mrs Murfin approached the association headquarters in London, they told her it was nothing to do with them and advised her to obtain some kind of sponsorship from her local scout group.

Fortunately, she was already on good terms with the group - the 4th Bedworth near Nuneaton in Warwickshire - and with the church which funded them. Convinced them something should be provided for under-eights posed few problems - and it wasn't long before she began to run weekly beaver meetings in the church hall.

The first attracted seven boys and by the next week the number had doubled. Today, she has to restrict attendance to 15 and has a waiting list which could easily make up another group if she had the help.

"There is a demand from the kids them-

selves. These days they are more forward and need something at six or even earlier to develop them", she says.

"With us, they do things which they probably wouldn't do in school, and learn to get on with other children and work together. It brings the shy ones out of themselves and helps the excitable kids to learn self-control."

The mothers, who bring their children to the beaver meetings, also feel it helps them. One, whose son does not seem particularly bright at school, commented: "It has helped give him more confidence. Here, he has a chance to do more practical things which he is good at - he's at an age when he needs to do something and feel he belongs, and this is like his own little club."

The present flexible approach allows the leaders to develop activities to meet the needs of a particular group of children, but some, like Irene Murfin, would still rather see more formal guidelines laid down.

She believes that beavers should have to make a promise like the cubs and scouts, that they should have to work towards badges and have a full uniform, a salute and a flag. Her own group is already considering an unofficial uniform of brown sweat shirt and trousers, a policy which has already been adopted informally in a few other colonies.

Every month, they also take part in the parading of the flags and this year they will join in the Remembrance Sunday parade. "It's giving them discipline", she said. "Showing them that you must be proud of your flags and your country."

At the moment, however, the association as a whole is trying to steer clear of such formalities. It is encouraging parents with little or no experience in scouting to take over beaver colonies rather than relying on leaders who have been with the movement all their lives.

After a basic training period of two or three evenings, the parents are given a free hand to use their own experience of six and seven-year-olds to develop relevant activities. The only recommendation from the association is that the colonies are small - around a dozen or so - and have at least two leaders.

One scouting official observed: "There seems to be more interest in the urban environments because that is where people tend to be more organized as far as their children are concerned. In rural areas, organization is often more difficult and there is often a more traditional approach to scouting."

Derek Twine believes, however that beavers will be a good thing for the movement as a whole, making leaders re-examine the basic principles of scouting rather than just keeping to the traditional ways.

skill; a work-experience trainee is unlikely to find willing victims with whom to taste the job of a surgeon. For such jobs, simulations or "shadowing" schemes may be more appropriate.

Employment is still in our society the major source of identity, status and income; but if there is not enough of it, the concept of work arguably needs to be broadened. Mini companies broaden it by encouraging youngsters to imitate work; community service encourages a view of work as a contribution. Some schools are deliberately marrying their work-experience and community-service schemes.

Should, then, schools withdraw from work experience altogether? Should work experience be confined to YTS, and schools concentrate on other forms of contact with the working world? Such arguments have a superficial plausibility and there is a danger that the advent of YTS will tempt schools to withdraw into a narrower view of their role, and reduce pressures to make the curriculum more relevant to the needs of young people and to the demands of a changing society. In a world of work in which unemployment and other forces are inducing massive changes, such temptations must be firmly resisted. Work-experience schemes have a strong symbolic role to play as a Trojan horse for experiential learning and school to work interaction within the structure of compulsory schooling. This is no excuse for not clarifying their own role. But they need to be refined and supplemented, not replaced.

Tony Watts is executive director of the National Institute for Careers Education and Counselling and editor of *Work Experience and Schools* published by Heinemann next week price £19.50.

These alternatives are not mutually exclusive; indeed, they can supplement and reinforce each other. For example, adults other than teachers can help in follow-up work on work-experience schemes or on work simulations. What is needed is a clearer assessment of the merits and limitations of each. The range of jobs for which work experience can be offered is limited by issues of safety, confidentiality, and

the claims made for work-experience programmes in schools are many and varied. At times, they seem to be regarded as panaceas for all the ills of the education system, offering everything from inspiration to redemption. Some teachers see work experience as a way of motivating pupils to work harder in school. Some see it as a way of learning skills that are more effectively learned in work than in school. Some see it as a form of job-tasting, and as a way of easing pupils into work. Some see it as a way of getting disruptive youngsters off the school's hands for a while.

Whatever the reasons, interest in setting up work-experience programmes has certainly grown in recent years, not least as a result of the work of Project Trident and the Schools Council Industry Project. It seems likely that 30 to 40 per cent of secondary schools offer work experience to at least some of their pupils, and that in all more than one pupil in ten goes on such a scheme. Now, however, the recession, together with demands for work experience in the Youth Training Scheme, is making it more difficult to find enough places. Supply has stood up remarkably well but is not coming under increasing pressure.

In this situation, a clearer rationale is needed for work experience than many schools have developed to date. The selection of objectives will affect the way in which the experience is structured. For example, if the objective is job sampling, places should be matched to pupils' vocational interests; if it is to enable pupils to experience the working conditions of quite different social groups, they must not be matched in this way. Again,

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Exam remarks

Sir - As acting secretary to the administering board involved in the remarking of Laurence Jackson's Joint 16-plus ALSEB/MB/JYREB English scripts, I must take issue with the tone of Richard Garner's article and certain of its statements (TES February 11).

It was unfortunate that the article was presented solely in terms of confrontation, provocation and reluctance on the boards' part to re-grade the candidates concerned. No where was there any acknowledgment of the fact that the remark was possible only because the boards themselves had introduced such a service. Nor was it made clear that the principle of awarding a higher grade had not only been readily accepted by the boards but had been indicated to schools prior to the 1982 examination. To present the remark in terms of a battle, therefore, is both misleading and unjust.

On the particular issue of communication, it is true that ALSEB at no time wrote directly to the school about the remark. In this instance the board was following the accepted practice of the consortium

As Mr Henderson rightly states, the efficient operation of the remark service depends on good communications between boards and schools; it also depends on a ready understanding that examining

that all matters relating to entries, the conduct of the examination and appeals of all kinds are dealt with by the regional (home) board concerned. It would be erroneous to assume, however, as your article does, that the school's initial letter was ignored. ALSEB immediately notified JYREB of the request and also set in motion at that stage the required procedure.

I would agree that the remark service is of greatest value when it can be effected speedily. However, it must be recognized that a detailed remark involving, as did that of the initial 19 candidates, individual reports on their performance, is a lengthy procedure. Indeed most of the time involved - September 2 to December 16, 3 1/2 out of 4 1/2 months as the article states - was concerned with this remarking/reporting; the remarking of the remaining 156 candidates' scripts was a more straightforward and therefore speedier process.

As Mr Henderson rightly states, the efficient operation of the remark service depends on good communications between boards and schools; it also depends on a ready understanding that examining

boards as well as schools have the interests of candidates at heart.

KATHLEEN TATTERSALL
Acting secretary
Associated Lancashire Schools
Examining Board
12 Harter Street
Manchester

boards as well as schools have the interests of candidates at heart.

KATHLEEN TATTERSALL
Acting secretary
Associated Lancashire Schools
Examining Board
12 Harter Street
Manchester

Market forces

Sir - Your leading article (TES, February 4) on the present Government's determination to allow market forces to operate in education did not, in my view, spell out the consequences of such a policy as fully as it might have done. Consider, for instance, the case of a school, which, despite all efforts to revive its fortunes, now has such a small enrolment that it is no longer viable. The governors take the only option open to them and close the school. The disruption to the education of the children at the school

would be nobody's responsibility. Consider again what measures the governors of an unpopular school would be able to employ to revive its fortunes. They would not be able to spend money, as they would have none to spend. The only really dramatic move which would be open to them would be to replace the head teacher and/or a significant section of the staff. In such circumstances, the job of the head teacher in particular would become every bit as precarious as that of the professional football manager. In urban areas, one can also envisage the situation of two neighbouring

schools having formerly been under the control of different i.e.s. one a high-spender, the other a low-spender. The school from the high-spending area will have a ready-made advantage in the popularity stakes. The school from the low-spending area, run-down and deprived of resources will suffer further loss of revenue as its numbers decline. "To them that have, shall be given, to them that have not, shall be taken from them".

PETER B BLACKBURN
103 London Road
Browhills W Midlands

for a single voice of support for this headmaster from one of the Anglican clergy.

Wake up the Church Militant! Martyrs have died for our freedom of worship. Stand up for the Rev Roger Gilbert.

I am not surprised that the headmaster disbanded the PTA for objecting to his quite reasonable views on running a Church school. There are plenty of state schools available for children of parents who seem to think that the Cross is just a means of averting the interior decoration of the school hall.

When this case was reported in the Midlands press, I waited in vain

Church or state

Sir - I must write in defence of the headmaster of the Wednesday Church of England school, who, in my 41st year, is in trouble with his local education authority because he is requiring his children to take their religion seriously.

What is preposterous about expecting a Church school to have a greater emphasis on religious education than a state school? The Church of England is entitled to equal, whole-hearted commitment. I am not surprised that the headmaster disbanded the PTA for objecting to his quite reasonable views on running a Church school. There are plenty of state schools available for children of parents who seem to think that the Cross is just a means of averting the interior decoration of the school hall.

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FEATURES

Rick Rogers looks at the controversial rise of the National Association for Pastoral Care in Education and David Lister profiles (opposite) its founding chairman Michael Marland

THE CARING BIT

Once the pastoral head in a school was seen as the chief beater, then the chief counsellor. Now it's all about curriculum planning and development. That was how Keith Blackburn, head of St George's comprehensive in Gravesend, outlined the three phases pastoral care has gone through since the comprehensive reorganization of the sixties triggered its phenomenal rise in British schools.

But the further development of pastoral care is bedevilled by a number of difficulties. There are two key problems: too many schools are stuck in those earlier phases unable or unwilling to develop more sophisticated practices; and second, there is a major disagreement about the place of pastoral care both in a school's organization and in the roles to be played by teachers.

The emergence last year of the National Association for Pastoral Care in Education (NAPCE), which has just published the first issue of its journal, has, in turn, given a further twist to the argument over what has become known as the pastoral/academic split.

Briefly, the first flush of pastoral care saw the proliferation of formal, separate organizations and responsibility posts in schools - tutors, heads of house and of year, and so on. There followed the development of counselling and group work with pupils. Then people started talking about a "pastoral curriculum" for all pupils. As Keith Blackburn, vice chairman of NAPCE, saw it: "The pursuit of academic excellence and plenty of sport mixed out whole areas that were not examined but which children needed to know."

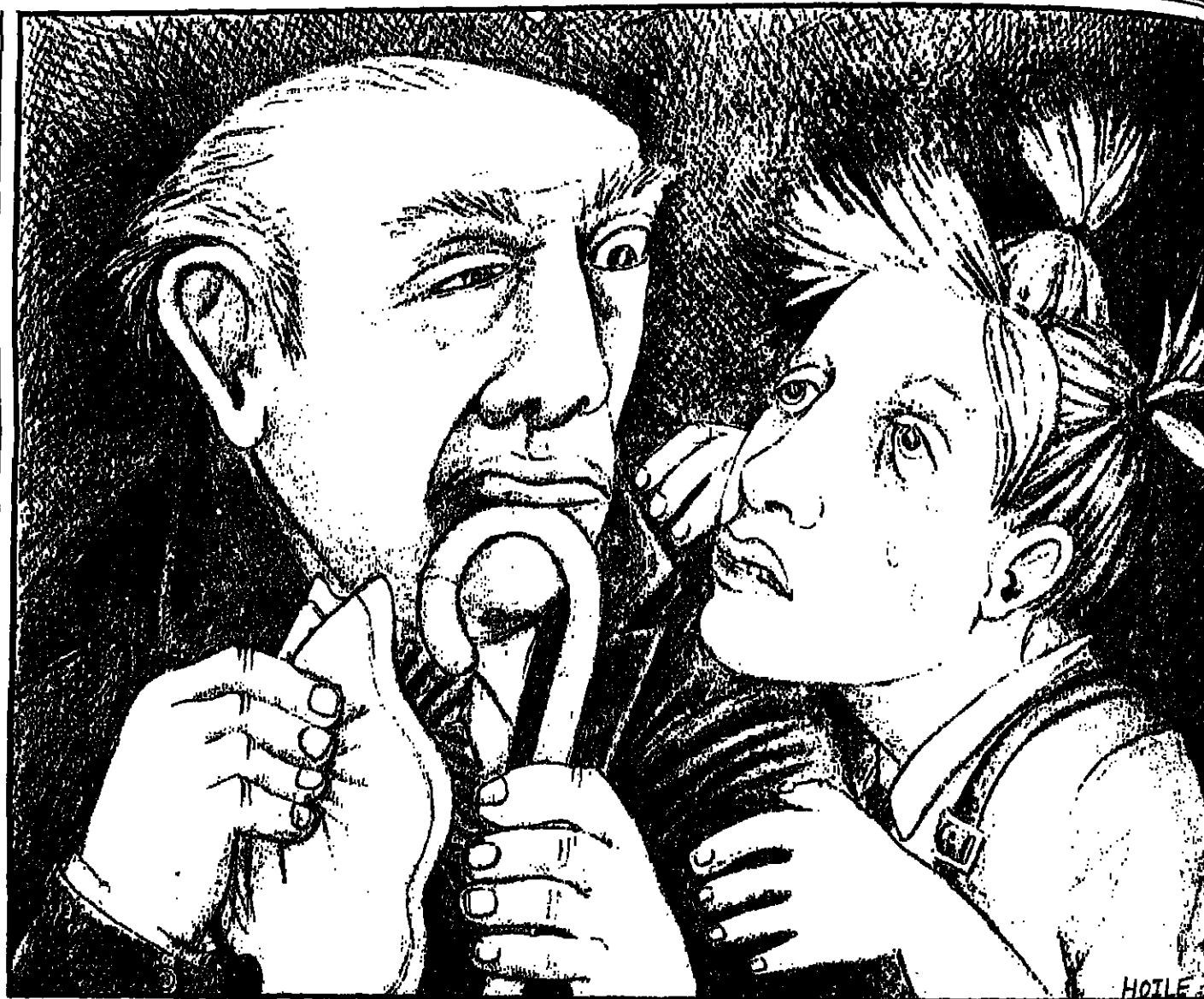
Before 1974 there had been very little literature on pastoral care as a discipline. Then came Michael Marland's *Pastoral Care*, Blackburn's *The Tutor*, and Douglas Hamblin's *The Teacher and Counselling*. The floodgates opened.

At the same time, some detailed work on pastoral techniques, programmes and materials was underway from Hamblin and Leslie Dutton in Swansea, and Jill Baldwin and Harry Wells in Lancashire.

But a reaction was setting in and some declared that every teacher was a pastoral teacher and it was both naive and impractical to separate out pastoral concerns from the academic work of the school. The split over the split grew.

Today it is represented on the one side by heads like Isabel Shepherson of Kidbrooke comprehensive in South London. She denies the existence of pastoral care. It is, she argues, simply an administrative convenience. She believes that every teacher has a distinctive role which embraces all the skills that come under the term "pastoral care".

She cites three consequences of dividing the academic and the pastoral. Some teachers try to take on the role of doctor, social worker or psychologist with all the attendant dangers of amateurism or straight bumbling. Second, you set up an invidious notion that some teachers "care" while others do not. Third, pastoral teachers are seen as second class citizens by



other teachers and by pupils. Those capable of "intellectual rigour" become heads of department; those not, drift, or are steered, into "the caring bit".

She views NAPCE as "a sad development which will simply perpetuate the idea there are some people with a special skill".

NAPCE member Ron Best, who heads the Pastoral Care Research Unit at the Chelmer Institute of Higher Education, says he has some sympathy with the Isabel Shepherson's concerns but believes them to be misguided. First, he says, you have to convert the caring into effective practices - and not all teachers can acquire the necessary skills.

"The effective teacher of an academic subject, or the effective disciplinarian or administrator, is by no means automatically an effective carer."

Second, he says there are legitimate reasons for the split; despite some common concerns, there are crucial differences in the relationships between the child and the teacher as instructor, as disciplinarian, and as carer. "Indeed, some pastoral practices are made difficult if not impossible by the development of relationships where teachers are wearing more than one hat."

Best believes the split should remain. Michael Marland, the founding chairman of NAPCE and head of North Westminster school in central London, says it can be healed, but not by removing the pastoral system and its specialists altogether.

"I believe the precise opposite is true: we need specialist leaders, for only thus can the rest of the staff, with insufficient time for preparation and with no appropriate professional training, carry out the activity."

Marland defines the pastoral curriculum as "the personal, educational and vocational guidance and welfare support of each pupil" instilling a knowledge of choices, careers and rights, plus study or learning skills. All of which demands a set of sophisticated skills from the teachers involved. And that, Marland says, is precisely what much of the profession does not have, denies it needs, or wants but cannot get.

He also believes that pastoral care - and those responsible for it - is widely misunderstood and therefore unsupported by many schools. The result is "lack of planning, poor role definition, poor leadership, a weak relationship to the curriculum and sheer overwork."

"Pastoral staff get so battered by the daily problems of what happened yesterday they can't get ahead of themselves and stop trouble in advance or help pupils develop."

The answer is guidance and training. But few local authorities have advisers with specific responsibility for pastoral care - and there are few advisers who have ever held pastoral care posts in school. For teachers, the chances are slim of having encountered pastoral care on initial training or subsequent inservice courses.

Last year's HMI report *The new teacher in school*, revealed that 54 per cent of new teachers felt they had not been properly prepared for taking on pastoral duties in school. This was worse than any other aspect of teaching.

Lack of preparation seems to permeate the whole profession. A 1980 survey of 633 Inner London teachers found only 6 per cent had been on a pastoral care inservice course. For senior staff the situation was generally worse: only 3 per cent of senior teachers and of heads, and 8 per cent of deputy heads. (Trained for the job? by Edith Jayne, 1982, ILERA Research and Statistics Branch).

For heads of year and tutors, the situation is reckoned to be just as poor. Another survey shows that one in seven teachers did not understand their pastoral system - and almost half thought it was not understood either by nonpastoral teachers or the pupils.

Best sounds another warning - too many schools organize their systems to suit their teaching staff rather than the needs of pupils. This emerges strongly from an SSRC funded study of one school and its pastoral organization situated "in the London commuterbelt" (probably Essex) to be published in the spring as *Education and Care* (Heinemann Educational). Best and his colleagues write:

"It is clear that for some teachers at least, pastoral care was synonymous with the maintenance of discipline and the correction of pupil infractions of the school rules and rejection of the teacher's authority. For others, their preoccupation with questions of control may not mean that this was all that 'pastoral care' meant to them, but that these problems were so pressing that questions of pastoral care in the conventional sense simply had to take second place... other teachers effectively treated the discussion of pastoral care from their point of view as administrative, subject specialists and pedagogues. Whatever their level of commitment to the personal welfare of individual children, such teachers behaved as though this was of less significance than the problems of themselves and/or the school as an organization."

Best says that the school was not untypical. "A good school with shortcomings" - and at least it tried. If there is cause for concern, then there are many schools which have done much less and achieved much less in pastoral provision.

The researchers conclude: "The thrust of our argument is simply that the degree to which... care can be translated into effective and meaningful practice can be much increased by a more careful analysis of the organization and practices of pastoral care."

Which is where we come in, say the NAPCE founder members. Marland sees the association as a combination of pressure group, think tank and advice centre. He has four aims: to help pastoral care specialists speak to one another; to act as a lobby to central and local government; to stimulate research of which there is so little; and to produce guidelines and models for developing both jobs and activities.

He adds: "No one articulates the architectural and equipment needs of pastoral care practices in the way they do for other subjects."

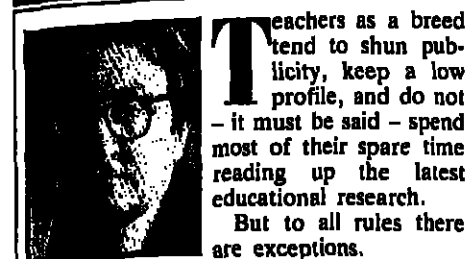
Marland cites his experience of a huge unmet demand by teachers for courses and advice on care issues. Those courses that were put on are always oversubscribed. Best and Blackburn talk of audiences of 300, even 400, at oneoff seminars. Local branches of NAPCE such as Liverpool and Barking are claimed, attracting similar attention. Their meetings concentrate on "alternative pastoral strategies, rewards and sanctions; and so on". National membership is now over 1,000.

The association's journal, though, is a bit of hardnosed practical advice and judgement, den theorizing aimed both at the marketplace and the ambitious "middle manager" teacher.

Maura Healy, one of the joint editors and deputy head of Quintin Kynaston comprehensive in north London, feels pastoral care still has to be "legitimized" in many schools. Done properly, she says, it is the way to ensure equal access to learning opportunities for all pupils. She sees association and journal as means to spread good practices and to support those doing innovative work.

The current fears and conflicts are said to reflect how shaky a grasp many schools have of the whole issue. Getting it wrong today with the demands for contraction in schools and the greater strains on young people - has much more serious consequences than early seventies. Local education authorities are eagerly eyeing pastoral care departments to cut back staff and resources. The Shepherson view, says Best, merely paints them carte blanche. Whether NAPCE can make any difference remains to be seen.

FEATURES



To borrow a phrase from the *Sunday Express*'s Sir John Junor: "Step up Michael Marland".

The NAPCE is just the latest in a long series of ventures by one of the nation's most energetic headmasters. It is an energy which manifests itself physically in walking around the room constantly when he engages you in conversation and intellectually in the 40 lectures a year he gives (he turns down at least four invitations a week) and the massive amount of reading and writing he does.

Marland's list of contributions to the educational scene has now grown so lengthy that he has helpfully produced for people introducing him at meetings an eight-page curriculum vitae chronicling not only his career culminating in headships at Woodberry Down School, London, and since 1980 at North Westminster School, London, his honorary professorships and the professional committees he has sat on, but also his publishing work, writings, lectures and exhibitions - even the names of the school plays he has produced. It is a daunting list.

"I like," he says, "to be invited to lecture on something I don't know very much about, read about it then write an article on it. It's really exhilarating."

Teachers don't do much reading. I can't understand this, when our trade is getting other people to learn. If I read a *TES* report I always try to get the book the report is based on. I spend a small fortune on books on education."

Three years ago Michael Marland took on one of the most difficult headships in the country, the amalgamation of three very much self-contained schools in the Paddington area of London, where one third of the pupils do not have English as a first language.

"There's only one rule in planning a school. Don't say last year we did this. Take a blank sheet of paper and say what do we want to do?"

"For some staff it was a marvellous experience. They took on new responsibilities and flourished. For others who after all didn't choose to apply for a large complex school, it was very difficult indeed. We keep telling people that we're teaching young children to cope with changes. What happens when that first hits us. It sorts out the people who are just using empty rhetoric. There was a fair amount of pain for some people, it's true. Some did leave."

Marland's plan which is now bearing fruit was to combine the intimacy of a small school with the large year groups and curriculum opportunities of a large school.

Pupils start in a self-contained community of 400 children in two houses. "From their point of view they are in the smallest secondary school in London." At the end of the third year they move with their year head to the upper school and join a year group of 300. "So the lower house is only one step up from a primary school, we can offer possibly the widest option range in the country at fourth year and we de-emphasize the 16-plus break." Marland, who admits to being obsessed with the need to make the powerful decisions a school can make as conscientiously as possible, has encouraged his staff to put in den theorizing aimed both at the marketplace and the ambitious "middle manager" teacher.

Marland admits that with having to spend a sixth of his week on meetings about the school's major building plan along with his other commitments, he has not yet taught a lesson in the school. "I think the teachers feel I'm a bit remote from what it's really like to teach in a classroom at the moment."

Marland is said to resent criticism, even disagreement. It is an observation that astonishes him. "No, I like debate and argument," he says. "What I don't like is people who haven't done their homework. I very much believe in the relationship of theory and practice. I've very little patience with people who are prepared to argue a point but haven't done the necessary checking up."

In the hall at Broadwood Junior School in Newcastle there was a display of fired pottery knights and weird dragon-like creatures. The knights looked convincingly old and tired: the dragons indefinably human. And in the head's study, unknown to the casual visitor, a series of taped conversations with the eight-year-old creators of these pieces could be listened to; conversations which provide an illuminating insight into how the children set about making their pottery figures.

These taped comments by the children are part of a systematic effort by the head of Broadwood, Win Findlay, over the last year to set up an evaluation of the school which includes both staff and pupils in constant reassessment and revision of the curriculum. Members of staff teach in pairs so one can criticize the other, staff meetings are taped and the transcripts used to discuss staff attitudes and viewpoints, and the children's own perceptions of how their learning occurs are listened to.

"As we designed it we kept changing our ideas. We wondered whether we should do it with scales and then we thought better not because it would sort of change the monster and it wouldn't look so good. We felt confident that it was going to look good when we'd finished it and we talked all the way about what we were going to do and when we'd finished we were quiet because we thought it was properly done."

"Ours is like a sand snake and he, like, slithers and its just like he came out by accident and all our ideas were just ready in the clay and it seems as if it kept moving and it sort of grew to look like a snake. At first we thought it looked a bit scary and knew that it was finished because it wouldn't look good if it had more things on and it would spoil it."

Win Findlay chose the expressive arts - language, literature, poetry, art, music and drama - as the starting point for evaluation because it was a non-threatening subject which did not depend on academic results. She asked teachers with expertise in the subject to think about what drama and pottery had to offer the curriculum. Teachers working in pairs kept field notes and compared their teaching in the light of specific aims they had set themselves.

As the work progressed, the ensuing discussion in the staffroom was taped and analysed. The head wanted all the staff to be involved from the beginning, feeling that otherwise they would lack commitment. She tried to adopt a neutral stance but realized, on listening to the tapes, how easy it was to shape the way the discussion was going by summarizing the points made by the staff. They learned from the tapes how different the reality of the meeting was from what they thought had been said. "Democracy doesn't mean getting what

you want but arriving at a consensus," Win Findlay said.

Discussions in the staffroom about these experiences had to be handled carefully. In the beginning, Win says, one of her best teachers felt "de-skilled". The teacher's own sensitivity made her feel that others were covering areas she had missed. It was a painful experience for the teacher but both Win and the other staff gave her immediate support. As the teachers became more confident, Win Findlay found her staff were able to think, act and talk in a much more united way. "After all, everybody can improve but not all will achieve the same standard."

The most controversial part of the exercise was the shared teaching. Members of staff did this on a purely voluntary basis and chose their partner. While they could interrupt each other's lessons, it was understood that this would be on a constructive basis. In practice,

TAPE MEASURES

Recordings of staffroom and classroom conversations are being used to evaluate the work of a Newcastle junior school
Julia Hagedorn reports

Teachers who were already in sympathy with each other teamed up. Jay Mawdsley and Jen Ogle chose to tackle the theme of local myths and legends together. They used each other's classes as an audience for taped stories about the sea and monsters. They sparked ideas off each other and were relieved to find the same gaps in each other's classes as in their own.

Jan Mawdsley found this cooperation a tremendous help in the planning stage and says she was able to cover a much larger range of story telling techniques than would have been possible working alone. She admits that they would have perhaps been more critical of each other and agrees that it would be interesting to try teaming up with a colleague that one was less in sympathy with.

This part of the evaluation is made possible at Broadwood because Newcastle is generous with its staffing allowances and the school has

a supernumerary teacher, Eileen Bell, who is now collating information on the results of the cooperative teaching with the idea of formulating a language policy for the school. She worked alongside the deputy head, Mike Hunter, on a language theme based on King Arthur. She found it a tremendous advantage, particularly in the pottery lessons "where I was his apprentice and learned by watching him".

She says, "We used each other as sounding boards for ideas in the language teaching. At the beginning, I was nervous. This was a different way of teaching. For example, note taking - that's a difficult thing to teach to 10-year-olds but it's much easier when you split it. Where our approach differed, I appreciated it and was glad of it."

The school is very keen on drama and, as part of the King Arthur work, the children had two days at a drama centre where teachers acted in role and set up simulated adventures for the children to act out as knights of the Round Table. Eileen Bell found that the children achieved much more in their writing and poetry than she had anticipated after their experience at the drama centre. She says, "This was something I would have hoped but not expected. I was quite a missionary afterwards."

The children's taped comments show how engrossed they were in their roles and how important the oral discussion work was to them. The staff, listening, saw that they had underestimated the impact of drama on the children. "If I had told them this," Win says, "the impact would not have been nearly so great as when they could hear the proof for themselves."

The final part of the evaluation was an analysis of the tapes and study notes to see which were essential elements of the curriculum. Win spent most of her evenings making graphs to compare teachers' and children's comments and to see what they held in common as vital ingredients.

But she stresses that this is the kind of thing that must be done through the curriculum and not as a separate exercise. Maths and science is next on the list and she has already prepared personal reports for the children to fill in and take home for their parents to add remarks. It asks questions such as "do you enjoy working alone? How do you feel about discussions? Do you talk to other people about your work?"

Nancy Elliot, senior inspector for primary education in Newcastle, applauded the evaluation at Broadwood in terms of professional development for the staff. "Teachers should be in schools where it is recognized that what they are doing is good but become aware that they could do better. It is just as much an experience for a teacher to be with a head who recognizes this is important as to go on courses."



Ambiguous endeavour

MICHAEL GOLBY

After John Eggleston's important account (*TES*, January 14) of the incursions of HMI, under political pressure, into university education departments, and Arthur Pollard's (*TES*, January 21) prescriptions from mainstream academic life, rehearsing old ideas about the selection of students and practical training for classrooms, the time has surely come to assert a number of truths about teacher education as an area of professional activity in which conscientious endeavour in the face of some highly intractable problems is more the norm than the exception.

First, as to the adequacy of the preparation offered in initial training let it be recognized that teaching in schools is indeed a highly stressful and enervating activity. It is characterized by a high level of intense social activity, often conflict-laden. There is a continuous underlying debate in most schools about aims and methods; there is pressure on resources and an environment of endemic change. There is little sup-

port for staffs from sympathetic professional outsiders and plenty of carping criticism from unsympathetic non-professional outsiders.

In such circumstances anyone who thought he or she was or could be fully prepared in advance for the demands of professional teaching would probably be self-deluded. The aspiration to prepare a student for teaching is a blank cheque that can never be honoured. The further we understand the depth of the problems facing school teachers, the more experimental we become, the further must recede the prospect of preparation in any straightforward sense of the term. Preparation is not reducible to classroom skill, though obviously it must contain it. What schools need are teachers sensitive to individual pupils, responsive to the demands of order and discipline, experts in their subjects, articulate in the staff group, confident with governors and parents.

Teacher education restricted to training for classrooms as they are would be seriously deficient as a preparation of any kind for professional critical reflection, the weighing of alternatives, the presentation of a point of view in the outside world and effective classroom implementation. One is tempted to surmise that prescriptions such as Professor Pollard's are effectively attempts to restrict the imagination of teachers in the in-

terests of a status quo which serves certain interests in education well but which is not in the interests of most pupils.

There is an academic elite which is quite happy with a secondary school system which provides a ready supply of examination-passing students at the cost of a curriculum, and a set of teaching methods doing scant justice to the needs of the many. Nearly all teachers and most students in initial training recognize this. Indeed, that students in initial training have a point of view hard-won through years of endeavour in classrooms is almost totally neglected in the rhetoric of Professor

Talkback is this week devoted to teacher training

Pollard and HMI alike. The often highly moral and indignant viewpoint of the students is not something teacher educators ought to ignore.

If it is correct to say that teacher education prepares students for roles which are highly ambiguous then I think it quite remarkable that the level of dissatisfaction as reported by HMI is no more than one fifth of new teachers in relation to many aspects of their training. Since no one can be fully prepared it is also right to draw attention to the lack of continuing support for

teachers in their professional development. The in-service provision for teachers is scandalously neglected and it will not fool many to use initial training as a scapegoat for failures elsewhere.

A second charge against the teacher educators concerns theory. Various we hear that the theory content of courses is not rigorous, or it is irrelevant. Most such criticisms have more than a germ of historical validity yet they betray ignorance of the high level of innovation and experiment throughout the teacher education institutions in the past decade or so. Practical theory is the stock in trade of the lecturers. New course designs under the stimulus of attrition and merger, many disciplined by the procedures of the CNA, have seen the integration of the disciplines of education and clearer focus on the practical.

The Open University Initial Training-INSET project brought together dozens of institutions experimenting with classroom based work involving tutors, students and teachers in joint problem solving activity. Such work as this has highlighted the problems of cooperative relationships with schools. It has also given evidence of the enormous amount of energy and intelligence which has gone into the reform and development of teacher education.

What must be recognized is that there is in teacher education a range

of problems which resist simple solutions, not because of the dull or bloody-mindedness of staff but simply because they are intractable problems of historic dimensions.

Suppose, for example, that initial preparation for teaching were conducted virtually exclusively by practising teachers released for a short time from their school posts. Then, of course, certain sorts of practicality might be better taught. That is probably the case in police training where nearly all training staff are serving officers. But the price might have to be, as it is in police training, a more centralized and controlled curriculum.

This would have disadvantages of many kinds. Moreover, there would be some considerable loss of all that mediation of theory and research to practice obtained in the teacher education process.

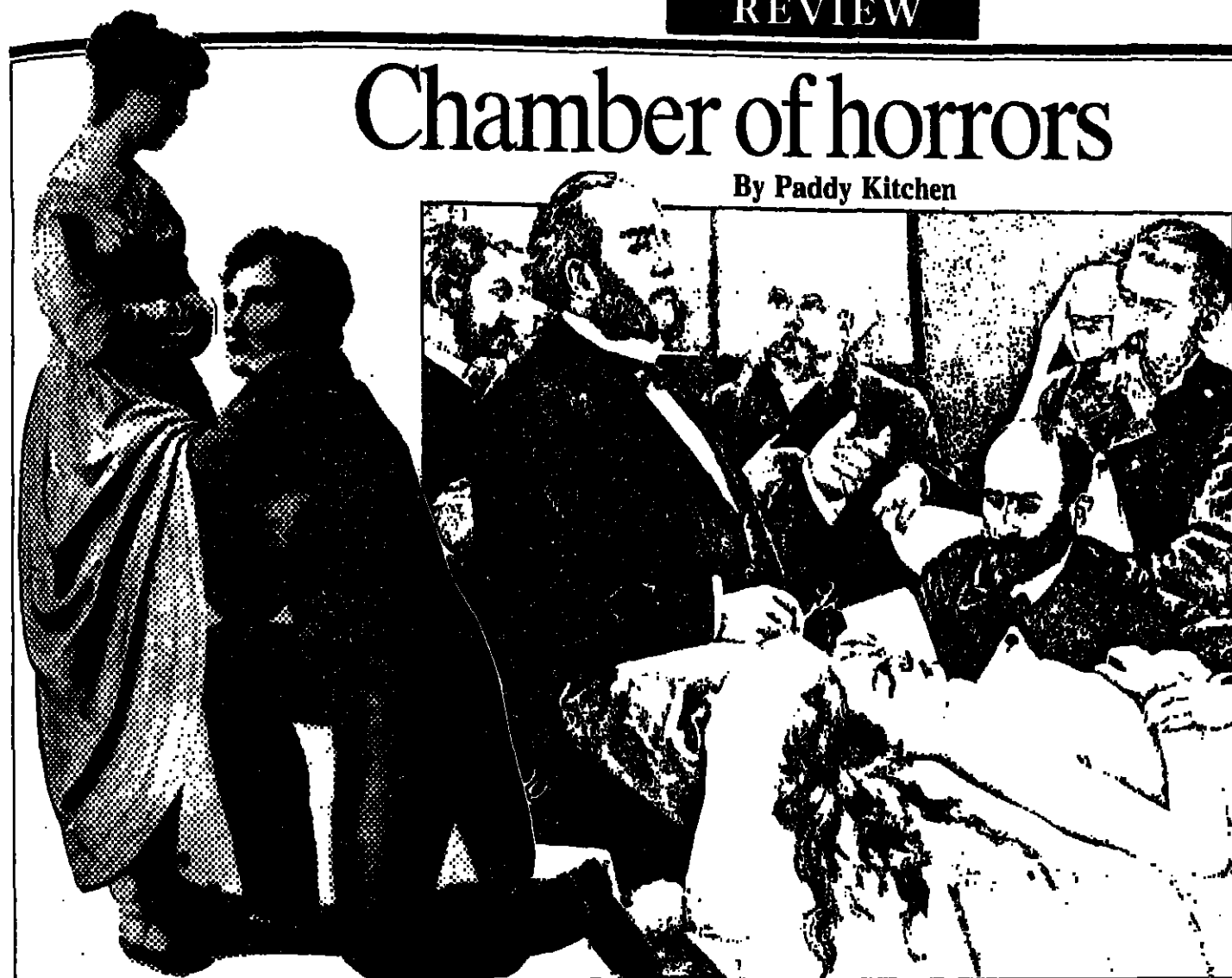
It is the lecturer's job to keep abreast of research; it cannot be expected of every teacher. The numerous involvements of teachers in initial training at present are more likely to provide us with indications of a more responsible way forward than utopian or root and branch reforms having their own disadvantages.

Michael Golby is a senior lecturer at the University of Exeter School of Education.

REVIEW

Chamber of horrors

By Paddy Kitchen



A History of Women's Bodies.

By Edward Shorter.

Allen Lane £14.95. 0 7139 1581 1.

"This section has opened an obstetric chamber of horrors," comments Professor Shorter on his chapter "Pain and Death in Childbirth". In fact virtually the whole book is a chamber of horrors: by the end of it, you feel you've been at close quarters with more brutal births, horrendous abortions, deformed pelvises, grossly infected uteri and disgusting folk traditions than several medieval midwives, Hieronymus Bosch and A J Cronin put together. I read every word until about half way, and then I deliberately skipped. I couldn't see why it was necessary for me to experience all this shocking detail; what the piling on of agony was going to tell me that selection and précis couldn't make clear.

The thesis of the book is that "ending physical victimization of women" while not the actual cause of feminism is certainly "a precondition". As long as women had continual unplanned pregnancies, lack of knowledge about women's diseases, and were per-

petually exhausted, they could not view femininity as anything other than a basically negative concept. "a burden . . . which they carried in quiet resignation". Shorter is here talking about "the common people". "One reason other historians of women have gone wrong," he writes, "is that, for lack of imagination, they have concentrated upon women in the upper 5 per cent of the population . . . The lives of women among the common people were entirely different. And this book is a first effort to reconstruct those lives."

But it reconstructs only the negative side of those lives. Which is not altogether surprising when one considers Shorter's foremost sources: "I rely heavily upon doctors' accounts of what ailed their patients. Early in the nineteenth century various clinics began keeping systematic records of disease, and after 1850 there began an enormous flood of medical publication . . . The women themselves speak to us indirectly through proverbs, folk-songs, popular health recipes, and magical rites . . . There are many other sources, too, so we shall not lose the average woman from our sights." I am afraid, however, that two-

and-a-half pages on embryotomy (the destruction of the infant in the womb by a mutilating operation done with hooks and scissors when the mother could not be delivered) makes one lose sight of most things for about the next ten pages - which happen to cover contracted pelvises, elderly mothers, haemorrhages, eclampsia and death.

I was pulled up rather short earlier, in a section headed "Did Women Enjoy Sex Before 1900?" in which he concluded "Traditional women were sexually cowed and emotionally brutalized by men", when he remarked, "Some bits of evidence, such as Emmanuel Le Roy Ladurie's study of a medieval French village, seem to go against my case." *Montaigne* (a pretty considerable "bit" as bits go), because it is an all-round reconstruction and not a thesis, both supports and denies Professor Shorter's case. Wife-beating was common there, and Ladurie quotes a man who said: "The soul of a woman and the soul of a sow are one and the same thing - in other words, not much"; but alongside that, there were men who married for love, and women who enjoyed passionate affairs. The unremitting clinical dark of *A History of Women's Bodies*

makes it difficult to imagine an "average woman" ever being able to take pleasure from a fine day, never mind fall for a handsome face.

It is not that I disagree that advances in medical knowledge and practice were not essential to the development and energy of the women's movement, but I feel that this argument has been tacked on, fore and aft, to what is an historical account of the recorded facts of birth and women's diseases, mainly in France and Germany before this century, and Britain and the United States thereafter. As such a record, it is knowledge that must be sifted and published, and Shorter has presented it forcefully and coherently; but it remains a medical history. I think the author is partly aware of this, for he occasionally apologizes to an imaginary general reader: "For completeness, let me conclude this rather dull chronicle . . ." (actually a rather interesting account of the regulation of midwives before the nineteenth century), or "I know that by now the reader is weary of childbirth complications". If he were really pursuing the connexion with the rise of the women's movement, then I feel the case histories would be compacted, and other themes considered - such as the parallel emergence of psychology alongside modern medicine.

One of his reasons for demonstrating so thoroughly the sufferings of earlier women, is to counterbalance recent complaints about the over-monitoring of childbirth in hospital. He sees the thirties as a turning point when women lost the chance of "control" in the birth process. On the whole they had welcomed the trend both for first babies to be born in hospital and the use of anaesthetics, and if medical knowledge of the foetus had not become so advanced they would have been able to exercise increasing choice during a delivery. But now the emphasis is so much on the technical monitoring of the condition of the unborn child, those choices have once more disappeared, leading, so Shorter believes, to "a romanticized and generally false picture of the typical birth in traditional times". I'm not convinced that anyone with a smattering of the social history and literature of the nineteenth century has a particularly romanticized view of "traditional" childbirth, but if they do, *A History of Women's Bodies* will certainly scotch it.

Some of the old practices described in the chapter on abortion are perhaps unwise for inclusion in a general book. Shorter says, "Then in the years 1880 to 1930 there was a major breakthrough, giving all women the possibility of reasonably safe abortions more or less at will. This new accessibility of abortion, I believe, helped lift from women's shoulders a major source of vulnerability: vulnerability to unwanted pregnancies." More or less at will? No, definitely not. And sex knowledge, self-knowledge, body knowledge, continue to be patchy; muddled and mysterious according to circumstance. Unwanted pregnancies still drive people to desperate measures.

Emergency committees appointed by the Heath government (which proclaimed five of the 12 states of emergency declared between 1920 and 1983). There is also a cautionary note on the difficulties in coping with the Pennine waterworkers' strike in early 1979. With Mrs Thatcher at one and the same time anxious both to keep the government out of labour disputes and to curb the power of the unions, the situation remains ambiguous down to the present time.

A book like this is inevitably a shade misleading because of its limited focus. Concentration on the use of emergency machinery somewhat obscures other aspects of union-government relations, such as Lloyd George's attempt to sustain the wartime consensus after 1919 and the close partnership between the Attlee government and the TUC hierarchy after 1945. But the main lines are clear enough. Successive governments have usually striven to avoid confrontation. The emergency apparatus has always been basically a low-profile, civil-service affair, with the army reluctant to intrude in industrial troubles, and the police in an ambivalent role. Until 1979, too, the involvement of the TUC in governmental processes has made the unions a force for lowering the industrial temperature. Emergency machinery has been usually honed in the breach rather than in the observance; jaw-jaw has been preferred to war-war throughout. May Mrs Thatcher, garlanded with the laurels of war in the distant south Atlantic, preserve this valuable tradition nearer home.

Jaw-jaw, not war-war

Kenneth O Morgan on a study of government strikebreaking

States of Emergency. British Government and Strikebreaking since 1919. By Keith Jeffery and Peter Hennessy. Routledge and Kegan Paul £14.95. 0 7100 9464 7.

Ever since the First World War, the threat of industrial confrontation between the elected government and an increasingly powerful trade union movement has been a major preoccupation of British political and industrial life. It is as omnipresent in the age of Arthur Scargill as in that of Bob Smilie, over 60 years ago. Indeed the range of workers involved in likely industrial emergencies in public services has steadily broadened, from obvious cases like the miners and railwaymen in 1919 down to the water workers at the present time. One vital aspect of this, the emergency strike-breaking arrangements devised by central government from the time of the 1920 Emergency Powers Act onwards, forms the theme of this lively and informative book, written jointly by an academic and a *Times* journalist. Based on the public records down to 1951 and, apparently, confidential material from civil servants and others, it will be a useful aid to students of British social history, and an instructive compendium for the towards their oil-heaters or street stand-

of troops and of the police, and the loyalty of Labour-controlled local authorities - was the period of the Lloyd George coalition in 1918-22. The basis of all future emergency machinery was the Supply and Transport Organization set up after the national rail strike of September 1919. It was followed by the Emergency Powers Act which gave the government broad authority to act at times of a breakdown of essential public services. Less publicized was the administrative network of regional civil commissioners, directed from 1922 on by Sir John Anderson in the Home Office. On balance, the emergency structure created by Lloyd George seemed to survive the test of such extreme crises as a general miners' strikes and the threat of a general strike by the Triple Alliance at the time of "Black Friday". It proved sufficiently useful to be used, on occasion, by the first Labour government in 1924: indeed, the use of anti-union strike-breaking procedures of this type has been notably bipartisan.

The second key period was the 1926 general strike. The STC was much used then for organizing road transport and running electricity supply; special troops and civilian

volunteers were used, and troops employed for industrial functions. However, it seems that it was the moderation of the TUC - who refused to call out workers like the power engineers and oil tanker drivers - as much as the government's emergency arrangements that helped break the general strike.

The third, and most fascinating, phase was the revived, and vigorous, use of the 1920 Act by the Labour government under Attlee between 1946 and 1950. States of emergency were declared twice, in coping with unofficial dock strikes in 1948 and 1949; troops were used on several occasions, to frustrate the Southfield meat lorry drivers and others. On the whole, Labour ministers had few qualms about operating a system left them by their Tory predecessors. Even Aneurin Bevan was less hesitant a member of the Industrial Emergencies Committee than this book im-

plies.

The Labour government was backed up by trade union potentates such as Arthur Deakin, anxious to discipline the rank-and-file, and flush out the reds. Since 1951, the evidence is less complete, though (his book gives interesting details on the regional

House trained

ROSEMARY CLAYFIELD

Two recent publications from HMI have implications for both teacher-trainers and schools. *The New Teacher in School* (1982) was the result of a survey of teachers in their first job and *The content of initial training* (January 1983) gave what, at first sight, seemed a simple prescription for the content of initial training. Close reading, however, reveals a mismatch between the time allocated to study and practice of curriculum and what would be needed for the development of wider understandings of society and culture suggested by the inspectors.

It is easier for us all to identify shortcomings and to prescribe for perfection than to deal with the detail of putting aims into practice. HMI are no more immune than tutors in training institutions or teachers in schools. Nevertheless, some fundamental issues are raised about how teachers are prepared for work in schools, and the roles of those concerned with initial preparation and induction.

Before discussing these, it is necessary to put HMI's contribu-

tions into perspective, and in particular, the methodological problems arising from the survey *The New Teacher in School*.

HMI considered the level of agreement between schools' ratings of teachers' skills and their own ratings to be "quite high". But of the 90 primary teachers studied, perfect agreement between schools and HMI's ratings was obtained in only seven cases. At the other extreme, one teacher was rated as very poor by HMI and very good by the school. Of those in between, 48 were rated higher and 35 lower by schools than HMI, and a statistical analysis shows that roughly speaking, the amount of overlap between schools and HMI ratings is less than 20 per cent. Some discussion of the sources of such substantial disagreement should not have come amiss, particularly as this is even more pronounced for ratings of secondary school teachers.

Schools' ratings were based on the familiarity of their everyday knowledge of the teachers, whereas HMI's were gained from two periods of observation which may have been stressful for inexperienced teachers. Many of us have memories of the mistakes made when under scrutiny in our classrooms, and the more so early in our teaching careers when skills were still fragile. Other possible sources of disagreement include a desire on

the part of schools to protect their young staff by giving favourable reports, or, one hopes less likely, that substantial numbers of schools have confounding variable. Not only does the quantity and quality of induction vary nationally, but in the sample studied a third of the primary teachers had no permanent contract and these are the teachers least likely to be included in induction.

Induction programmes are one means by which teaching skills and strategies are extended and consolidated, and therefore analysis needed to show how ratings of mastery of teaching skills related to induction programmes. This is not to suggest that the shortcomings of some new teachers are due to what happens after completion of initial training, but to suggest that these are put into the broad perspective needed for a balanced view of training.

As is rightly acknowledged, both schools and training institutions have roles to play in initial training. In part this depends on the way theory and practice are allowed to inform the other in training. To take the example of primary PGCE courses, which appear to yield a higher proportion of teachers with poorly developed skills than does the four year BEd course, there have been a number of developments towards more continuous experience in schools. With such a small sample perhaps it was not possible to relate mastery of teaching skills to the way a course was organized, but such an analysis would be worthwhile.

It may well throw light on whether courses which have moved away from compartmentalized theory and practice towards an integration of the two aspects through extended work in schools, produce teachers with greater mastery of skills. One suspects that HMI consider this to be so, since they advocate such a model of training in their discussion paper on the content of initial training.

Perhaps in due course, a larger sample would enable this to be tested though, the analysis would be complicated by the many variants of school-based courses from those which lack on to teaching practice a number of unstructured visits to schools to the course at Sussex University which is based two days a week in schools throughout the year. The primary PGCE course at London Institute of Education is based on yet a different pattern: a combination of structured work in schools, block teaching, and team-teaching by tutors and students.

But what should the student learn about the task of teaching? As many teacher-trainers realize, there may be tensions, for some students be-



tween what is regarded as good educational practice by their tutors, and the opportunity to practise it in schools. To take an example, if students are encouraged in their institution to develop basic skills within a broad curriculum, but most in schools a subject-centred curriculum within an inflexible timetable, this produces conflict for students and a dilemma for tutors. Both students and their tutors are guests in schools and must accept the house rules.

A more crucial ethical objection may also inhibit student freedom. If a teacher operates a rigid timetable or allows children little or no opportunity to exercise choice or engage in exploratory learning, is the tutor or student entitled to risk the children's learning by significantly altering that existing classroom framework? Is it clear from didactic teaching styles in *England* (1978), which showed that approximately 75 per cent of teachers worked in a predominantly formal manner, and this is bound to be reflected in schools used for teaching practice?

In practice, many teachers do encourage students to try out ways of organizing learning, even where this is not their own preferred method. This would seem vitally important in the mastering of teaching skills which were rated by HMI as poor in one in four of new teachers. If training is to be effective, then the student needs to have opportunity to try a variety of teaching approaches,

and not simply to follow established practice in the classroom, however soundly based. Teaching skills which rest on imitation alone may be fragile, and break down when the fledgling teacher takes on responsibility for his or her own class.

The giving of freedom to try, and if need be to learn from mistakes, combined with a willingness to discuss with the student questions of content and management, would seem to be an essential continuum from the class-teacher half of the tutor and teacher partnership. This applies not solely to the management of learning, but also to the construction of the curriculum, and needs to be borne in mind before assuming that the one in ten teachers who place undue reliance on textbooks and "safe" constructed patterns of working necessarily lacked subject knowledge. Instead, they may have lacked opportunity in training to do otherwise.

This leads to the importance of finding ways forward in initial teacher training, and when the team-teaching in the primary PGCE course at London Institute of Education referred to earlier, becomes relevant. To extend and consolidate the teaching skills of our students, following their teaching practices and others, we need a tutor-student team take over a class of first-year junior children one day a week in schools for the last half of the summer term. Each team of about eight students and their tutor look after the whole work of the class using a thematic approach to cover the whole curriculum. Each student has the chance to lead a team in a curriculum area by providing all materials, planning time and method, and indicating to the rest of the team what their task is to be. Each student takes responsibility for registration, dinner money, talking to parents and working democratically with other teachers, all part of the manifold task of the teacher. In the manifold task of planning, the teacher, too, details planning, and at the end of the day the mounting and display of children's work, together with an evaluation of the day, for the potential of such work, for developing students' teaching skills and ability to work with others, should be manifest, and for demonstrating the educational value of a thematic approach which not all students had had opportunity to try earlier. For the tutors involved, it offers additional classroom experience to maintain practical teaching skills. However good we once were in the classroom, the passage of time blurs detail.

Rosemary Clayfield is tutor in charge of the primary PGCE course at the University of London Institute of Education and was head of an infant school for 15 years.

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CHILDREN'S BOOKS

Sugar and spice

As children's books publishers from all over the world gather for the Bologna Book Fair, Geoffrey Marsh looks back at the early days of children's publishing in Britain

A survey of 400 years of juvenilia must inevitably reveal the many social and moral attitudes towards children which are part of the background of modern Western civilization. Before television, the book and the periodical were probably the most lasting influences on the lives of the literate. Eric Quayle's recent *Early Children's Books* (David and Charles £14.95) is described on the jacket as "A Collector's Guide", but this understatement does the author no service, for the book is much more than this. It is a well-researched, fascinating history of children's reading over the past four hundred years. It should be mandatory reading for all engaged in children's publishing and for librarians and indeed for anyone interested in British social history. And if you want to start collecting juvenilia you can choose your genre and learn from this book how to identify first editions and what titles to look for. That is - if you can afford it!

The distinction between "text" books and "children's" books was certainly blurred until William Maynor, the Vicar of Hurley, anticipated the coming of the non-text book with the publication in 1801 of his *English Spelling Book* on which was inscribed under the title, "With full and liberal allowance for schools". One wonders what discount was fixed for schools before the battle of Waterloo!

But the evidence from the title pages throughout the seventeenth and eighteenth centuries, and as far as the middle of the nineteenth century, shows that authors wrote their books for parents and children of the "better classes" where literacy had some chance of survival. Lady Eleanor Fenn's *Child's Grammar* of 1794 is expressly intended "to enable ladies who may not have attended to the subject themselves to instruct their children". The famous publishers of the eighteenth and early nineteenth centuries, the Newberys, Carran, Marshall, Darton and Harris knew their market and their successes are recorded in the extraordinary life of many of their publications. The first Newbery edition of *The History of Little Goody Two Shoes*, probably written by Oliver Goldsmith, was published in 1765. The book continued to appear with different publishers until 1870. The theme of hard work and honesty overcoming poverty is typical of most stories. In chapter one of the 1766 edition of *Goody Two Shoes* the author's appeal to the reader's compassion is hardly restrained:

"Little Margery's father - he was forced from his family and seized with a violent fever, in a place where Dr James's Powder was not to be had, and where he died miserably. Margery's poor mother survived the loss of her husband but a few days, and died of a broken heart, leaving Margery, and her little brother to the wide world; but, poor woman, it would have melted your heart to have seen how frequently she heaved up her head while she lay speechless, to survey with languishing looks her little orphans, as much as to say, 'Do Tommy, Do Margery, come with me'. They cried, poor things, and she sighed away her soul; and I hope she is happy."

If the reader had any doubts about the purpose of the story, the introductory verse on the title page made it clear that the path from rags to riches was open to all who followed the example of little Margery -

The means by which she acquired her learning and wisdom, in consequence thereof her Estate, set forth at large for the benefit of those Who from a state of rags and care And having shoes but half a pair Their fame and their fortune would fix

And gallop in their coach and six. Were children 200 years ago as wicked as children's authors of the period made out, if we are to judge from the warnings and moral tales that characterized their books? Or were the parents of the time just equipping themselves with moral ammunition to forestall trouble from their exuberant offspring? It was impossible to escape from bad boys, good boys, bad girls and good girls. *The Adventures of a Whipping Top* was "illustrated with stories of many bad boys who themselves deserve

and execution of this deluded young man who was induced by an infamous Prostitute named Mary Millwood to rob his Master and MURDER HIS UNCLE". Capital letters were used to highlight the enormity of any misdeeds.

The obsession with the secular qualities of honesty and hard work was linked with a ceaseless pursuit of spiritual salvation. Early alphabet books were based on the catechism. For older readers there were moral questions to be solved. In *The War with the Devil or The Young Man's Conflict with the Powers of Darkness* (20th impression in 1735) rhyming couplets describe the Fire of London and ask if Hell's fury had ceased with the destruction of the city.

No, no, good sir, your pardon presume, Those Hell-enraged flames that did consume So fair a city in so short a space, Hell gave those flames commission down to raze Not London only, but every soul that hath

A heart resolved to maintain the Faith The illustration from the fifth impression of this book dated 1678 is reproduced on this page.

Those who blame boarding schools for deviant sexual behaviour will no doubt find amusing support for their views in a book published in 1820 entitled *Juvenile Dialogues, or Recreations for School Boys during their Leisure Hours at Boarding School*. The author is aptly named Billy Merrythought.

One thing standing out clearly in any survey of children's books of the past is the professionalism of the publishers. They knew all the tricks and techniques known to publishers of a later age. Even if they had never encountered the phrase, they knew all about hard sell. They knew that alliteration in titles was good for sales. So we have *Nathaniel Numeral's Novel Notions of Acquiring a Knowledge of Numeration* (1817) and *Punctuation Personified, or Poining Made Easy* (1830). The author of the latter was a "Mr Stupa".

They discovered that aunts were popular stereotypes as tellers of stories and so we have many series of stories and information books with Aunt Ann, Aunt Fanny, Aunt Harriet, Aunt Louisa, Aunt Pippin and Aunt Primrose. The range extended to grandmothers, cousins and sisters. Dean and Co in the middle of the nineteenth century had a very successful series entitled *Aunt Affable's Books for Children* and when this ran out of steam the clever publishers, as all clever publishers do, included the magic word NEW in the title of the next series: *Aunt Affable's New Books for Children*. Publishers knew that titles had to be explicit, hence the device of summary descriptions following the conclusion. Or, The reader would hardly guess much from the title *The Hermit* (1777) until he went further: "Or the unparalleled sufferings and surprising adventures of Mr Philip Quail, who was lately discovered by Mr J. Dorrington, a Bristol merchant, upon an uninhabited Island in the South Sea, where he has lived above fifty years, without any human assistance, still continues to reside, and will not come away."

Another interesting and changeless device is the frequent use of the adjective *easy* in the titles of instructional books. Modern educational publishers who resort to series titles like *My First Book* or *My First Steps* would be surprised to see how often this description has been used

over the past 200 years. Here is a list of titles appearing in the early nineteenth century - *Geography Made Familiar and Easy*, *The History of England in Easy Verse*, *Reading Made Most Easy*, *The Art of Rhetoric Made Easy*. And one enterprising publisher thought he would scare off all competition with *The Newest Reading Made Completely Easy*. Some claims would hardly have passed the legal constraints of today such as *The Only Method to Make Reading Easy* (1839).

At the same time publishers realized that as well as enticing the parent or teacher with the prospect of easy learning, there was money to be made out of coating with sugar. Learning had to be fun. Soon after Queen Victoria's coronation there appeared texts with titles such as *The Book of Fun, Or Laugh and Learn for Boys and Girls*, *The Comic History of England*, *The Comic Geography*, *The Comic Etiquette*. Dean and Son in 1855 published a *Merriment Series* with titles such as *Dame Deborah Dent and her Comic Donkeys*, *Or Funny Stories about Five Sisters*. For the very young, domestic animals, cats and dogs, birds, frogs and wildlife became the subject of story books. Mice rose to the top of the charts and never lost that pre-eminence. One of Aunt Affable's New Books for Children was rather unappetizingly entitled *The Little Mouse that made itself a House in a Christmas Cake* (1850). Perhaps the most famous mouse book was Dorothy Kilner's *The Life and Perambulations of a Mouse* which first appeared in 1783 and was many times reprinted until 1805.

Teachers interested in the history of early readers will find little to criticize in the pages of *Reading Exercises for the Use of Schools* as far as vocabulary and repetition are concerned. Longman's must have scored an early success with this in 1820! There are some interesting examples of pictures for letters of the alphabet which throw light on the attitudes and life of the time. In *The New Invented Horn Book* of 1770 most of the pictures are fairly traditional and would not be out of place today, but the illustration for R is Rod represented by what is unmistakably a birch, probably familiar enough in most classrooms of the time. Would this be the same instrument as "Spare the rod and spoil the child"? *The Universal Primer* of 1785 has W

For wherry and X for Xenophon. X and Z have always given trouble to compilers of alphabet books; X frequently appears for Xerxes and Z for Zachary. Was the verb *learn* correctly used for *learn* and if so when did pedagogues start correcting pupils who spoke of "teacher learning me to write"? The author of *Little Mary and her Doll Jane* (1810) evidently was not aware of any departure from grammatical correctness in the lines -

Mary next morning did proceed To learn her Dolly for to read.

Mary's brother meanwhile - went to sail his boat And it on the water float. He too had his share of toys. Such as were fit for little boys. There is no sign of the dangers of sex stereotyping here. In those days boys were boys and girls were recognizably girls. Girls are excluded from the practical advice given in *The Infant's Library* (1800) on the subject of bows and arrows.

From Little Rhymes for Little Folks. (1823) "This is a dangerous amusement and little boys should be very careful where they shoot the arrow." One would like to know more about the publishers themselves and in particular, about the most important publisher of the eighteenth century, John Newbery. Quayle gives us an account of his life and his association with Oliver Goldsmith and other authors. Newbery's other business interest was patent medicines to which his son Francis devoted more and more time until the market in children's books at the end of the eighteenth century. Dr James's Powder, quoted in *Goody Two Shoes*, was in fact one of the Newbery products.

Between 1700 and 1850 the moral and didactic purpose never relaxed until the growth of literacy in the latter half of the nineteenth century when publishers realized the enormous market for books: textbooks strictly for children's entertainment. Tastes varied and styles changed with the times. As Quayle points out, books aimed at special categories of young people began to be written and publishing houses gradually divided the market by concentrating on particular fields. The moralizing read sentiment, with the appearance of the "street-angel" school of which the most outrageous example was Sarah Smith's *Young Girl's First Prayer* in 1867, that of a barefoot heroine, booted and turned out of doors by her home mother, became an instantaneous success with the more fortunate readers who shed tears at her fate over the fates of the young outcasts of the slums. Over two million copies were sold. Quayle's book takes us through to *Elmer*, published by Geoffrey Trease and Geoffrey Tregear, the way many authors sought on the way many authors sought to Strang, still familiar to school children.

For the record book Quayle draws the attention of collectors to the fact that over 25 million copies of *The Tale of Peter Rabbit* (1902) and its sequels have been sold to date, which makes the search for the earliest editions a daunting task. Quayle's advice based on his expert bibliographical knowledge (his *Newbery edition* of 12,000 volumes, the majority being rare or first editions) will help the novice collector in search for such lost treasures.

Geoffrey Marsh is a retired educational publisher and a collector of children's books.



From War with the Devil, or the Young Man's Conflict with the Powers of Darkness (fifth impression, 1678).



From The Universal Spelling Book, or a New and Easy Guide to the English Language (1783).

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CHILDREN'S BOOKS

Waking the Sleeping Giant

Lygia Bojunga Nunes, winner of the Hans Andersen Award, on children's books in her native Brazil

Brazil's vast area, over three million square miles, provides common boundaries with all but two of the 12 other countries in South America, and yet Brazil remained isolated from its neighbours to the west by the Cordillera chain (Andes), and from those to the north by the Amazon jungle. We Brazilians lost contact with our neighbours - and with each other as well: until relatively recently we have been a small population scattered over an enormous territory. Within a great block of Spanish speaking countries we were the only ones speaking Portuguese: "isolation within an isolation"; South America lost within the world, and Brazil lost within South America.

What effect did isolation have on our literature for young people? In the histories of Third World countries, many roads lead to a common centre: colonialism. The outlets provided by the Portuguese colonialists in Brazil led from east coast ports to Lisbon: raw materials flowed in and European culture flowed in. Books were not produced locally, they came from Portugal; Brazilian children fed their fantasies on the traditional fairy and folk tales from the North. I refer, of course, to the minority who had access to books; most children - not only in South America but in the whole of Latin America - had (and have) little opportunity to exercise their imagination through books, all their imaginative efforts being used in the complex task of surviving.

It was not until the forties that an active national spirit came alive in the writing for children in Brazil. "Revolutionary" voices were raised demanding a type of literature which would portray our own reality

to the new generations. Monteiro Lobato, one of the few (and best) writers for children, captured the real Brazil and was able to pass the image to young people. The majority of books from Portugal were not adapted for Brazil. "If Portuguese children can read them, why not Brazilian children?" a contention which ignores the divergence between what is increasingly becoming



Lygia Bojunga Nunes

a Brazilian language and Portuguese. Many foreign books for young people were badly translated: "Why pay a professional translator? It's only for children..."

In the forties the North "visited" us yet again and made a mighty impact when the extraordinary imagination of Walt Disney, whose characters along with the heroes of the North American comics, took control of children's imagination throughout South America. Not even the towering Andes or vast Amazon jungle managed to isolate the children from the neighbouring Donald Duck, Superman, Tom, Jerry and Co.

Ever since I was a child I've

heard the much used expression: "Brazil, the sleeping Giant". Sometimes, tired of sleeping, the Giant awakes and shakes itself. During one of its shakes, in the sixties, highly motivated groups throughout the country joined together in an effort to encourage reading by young people. The National Foundation of Books for Young People (the Brazilian section of IBBY) played an important role in what became a movement for the promotion of children's literature. Some of the groups argued that literature for young people should be developed to what they considered was the optimum: half the production should be national, providing the children with their own reality, and the other half foreign, showing the life and conflicts of our neighbours in the world. Other groups argued against this approach: "The North pays little or no attention to our culture, why should we continue to consume their culture?" The debates rage in schools, universities, government departments, publishers - a healthy sign in a country where public opinion is not necessarily encouraged.

In 1972 the Government passed a law "recommending" that primary teachers nominate at least two books written by national authors to be read by students each term. The impact of this law in a country whose population exploded to 130 million and has a young majority, was extensive.

As the movement promoting reading by the young gathered pace, various generous prizes were awarded by the federal, state and municipal governments and by the private sectors (banks, industry), as incentives for authors and illustra-

tors to participate in the increased production of literature for young people. The concept that writing for children was somewhat demeaning began to fade, and an increasing number of established authors started writing novels for the young.

Book Fairs were introduced to the schools to enable children to become familiar with books, and to develop the habit of selecting what they feel like reading. Until 1975 there was only one bookshop in Brazil exclusively for children; there



A character from Os Colegas by Lygia Bojunga Nunes

are now fifteen. Literature for young people has become part of the curriculum in many universities, and an increasing number of schools are developing their own libraries for children; authors are being solicited by schools to discuss their books, in what can be animated debates with the children.

In 1980, 680 national and 470 foreign children's titles were published in Brazil with an average print run of 15,000 for each book for the year. In the literary market, the sector publishing books for young people (excluding textbooks) has expanded more than any other in the past decade. Attracted by increased sales, many publishers who had previously ignored the "small world" now entered, and approximately 40 publishing companies are actively engaged in publishing literature for young people in Brazil. Successful books reach annual sales of 100,000 copies, and some authors of books for young people have sold a million copies, thereby fulfilling the long held dream of all authors - managing to survive solely from the sale of their books.

Books for young people published in Brazil are often extensively illustrated, but the rising cost of printing in colour is causing black and white illustrations to become the rule.

Set against the "success story" of the development of literature for young people in Brazil are the economic and social problems which in South America tend to make "development" very relative. Who are the young people benefiting from the "success" - the great mass at the bottom or only the few in the middle class at the top? Perhaps one day they will all be able to enjoy the delights of reading.

A world away

Neil Phillip on a survey of New Zealand children's fiction

At Sea Change: 145 Years of New Zealand Junior Fiction. By Betty Gilderdale. Longman Paul, P.O. Box 4019 Auckland 1. 582 71775 2. \$24.95.

In a two-page appendix to the 1971 edition of his *British Children's Books of the Twentieth Century*, Frank Eyre notes the paucity of New Zealand children's books in his book. Part of the purpose of Betty Gilderdale's witty and well-judged survey of "145 years of New Zealand Junior Fiction". *A Sea Change*, is to make contemporary New Zealand authors aware of what has gone before.

Har field of study is enviably compact - a complete bibliography of New Zealand children's fiction up

to 1978 occupies less than thirty pages - and she deals with it thoroughly and sensibly, approaching the books chronologically by genre. She makes no great claims for her literary worth, and rightly concentrates on content and context rather than abstract questions of style. Nevertheless, she makes it clear which are the major achievements. William Satchell's *The Greenstone Door* (1914) is examined in detail, and related to two later outstanding books which also climax at the battle of Orakau: Ronald Syme's *Gipsy Michael* (1954) and R. L. Bacon's *Again the Bugles Blow* (1973). Margaret Mahy is given the most sustained attention, and praised for her "humour" and "vitality of language": qualities absent from most New Zealand fantasy writing. To

Margaret Mahy and Ruth Park have changed that, but New Zealand children's literature as a whole is still little known outside - and it would seem inside - its land of origin. Part of the purpose of Betty Gilderdale's witty and well-judged survey of "145 years of New Zealand Junior Fiction". *A Sea Change*, is to make contemporary New Zealand authors aware of what has gone before.

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to remain ignorant of others, for instance Joyce Taylor. Taylor's *Diary of a Three-Year-Old* (1947), Betty Gilderdale acerbically writes, is "the imagined diary of a three-year-old child who intersperses phrases like 'evidently this was wrong' with 'Mummy is in hospital'. Why Mummy is in hospital is never explained, nor does she ever return, and the songs and music at the back have a final inexplicable note from the author which says, 'I cannot stress too deeply the value of paper folding'."

Though this is a ground-clearing work with limited aims, it makes a significant addition to our knowledge of the development of a neglected branch of English language children's literature.

Neil Phillip

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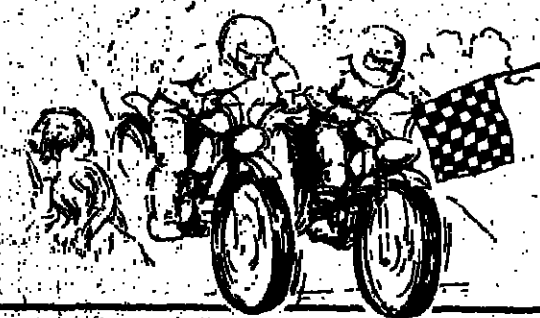
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BOOKS

A flying start

A Reader's Guide to 50 Modern British Plays. By Benedict Nightingale. Heinemann Educational £9.50. Pan Literature Guides £2.95.

Name the twentieth-century British playwrights who are being judged here:

1. "His achievement is to have kept the theatre alive and thinking at times when it was threatening to expire of frivolity, smugness and commercialism."
 2. "His sophistication, powers of analysis, and sheer intellectual trenchancy make almost every other dramatist on the Left look amateurish by comparison."
 3. "His recent work represents the triumph of vague feeling over hard thought, impression over fact, notions over ideas, paranoia over anger, prejudice over conviction, and perhaps clutter over art."
- These are Benedict Nightingale's verdicts on, respectively, J.B. Priestley, Trevor Griffiths, and John Osborne - which gives you some idea of the qualities of this book. It is provocative (not idly, but cogently and constructively), equally convinc-

ing over the whole span from 1900 to the present day, and extremely well written. It is a sound academic guide, but has a vitality and delight in appreciation that give the clue to its author's credentials as theatre critic of *The New Statesman* for the last 15 years.

The essays (five to eight pages long) summarizing and commenting on each chosen play are introduced by general pieces on the playwright that include detailed remarks on all his other important plays. This double-essay format permits coverage of more authors - 34 in all - by limiting most to one play, though Shaw gets five, Beckett and Pinter three apiece, and Wesker the whole of the *Roots* trilogy. So there is room for D.H. Lawrence, Joyce (for *Exiles*), R.C. Sherriff, David Storey, and even Ben Travers.

The survey thus has breadth as well as depth - so much breadth that its confinement to British drama begins to seem quite arbitrary. Since Synge, O'Casey, Bridie and Behan are here, one keeps looking for Eugene O'Neill and Arthur Miller - to say nothing of Brecht, who would earn a chapter in any history

of British drama this century.

Mr. Nightingale meets his academic responsibilities head-on by including *A Man for All Seasons* and *Sergeant Musgrave's Dance*, but draws the line at *Androcles and the Wild Beast*, doubtless feeling that the important points about them emerge simply from putting them in the context of their authors' works. The play summaries are really interesting and readable; they will whet students' appetites to see or read them, but failing that will leave them very well informed. I felt that one or two gave too idiosyncratic a view: he actually finds Ann in *Man and Superman* likeable and reckons that her relationship with Tanner "promises to be unusually honest and fulfilling".

But he is usually conscious of his sympathies, and open about them. His severity on Orson, Osborne and Wesker, his championing of *The Quare Fellow* and Pinter's *Baywatch*, are balanced by very cool, rational appraisal of (for example) Stoppard and Brecht, who need it more than most. He will get any discussion you could devise in class off to a flying start.

Anthony Masters

Variations

Language for Life. By Richard Coates, Harold Rosen and Carol Sanders. Edited by Trevor Pateman. University of Sussex Education Area Occasional Paper 10. 12.25. 11 905414 09 8.

The four papers in this volume originated as contributions to an open lecture series organized by the University of Sussex in the autumn of 1981. If they have a common starting point, it is a critique of Bernstein founded on the view of Britain as a country which is "linguistically diverse, fragmented and conflict-ridden", rather than neatly divided between users of elaborated and restricted codes. All three contributors thus share a non-prescriptive approach to language and a desire to see educationists made more aware of linguistic diversity and more prepared to value "non-standard" usage in speech and writing.

Apart from this, however, what the writers actually have to say is as imprecise as the grandiose title. Trevor Pateman has chosen for these 64 pages of their work. There is much beating about the bush, issues spring up like grouse on a moor and shots are fired off in every direction. The exception is Richard Coates' essay, which takes the question "How Standard is Standard?" and supports its answer ("not at all that Standard") with some firm evidence of variations in accepted pronunciation and usage, and hints at the motivation behind the adoption of particular speech forms and strategies. With this, at least, one can agree.

Robin Bus

The Dyos book

Metropolitan London: Politics and Urban Change 1837-1981. By Ken Young and Patricia Garside. Edward Arnold £25.00. 0 7131 6331 3.

It is very seldom that a book about local government can be read for sheer pleasure, and that is the measure of the achievement of these authors. We learn from their introduction that it was a long time in the writing and that all concerned used to speak of it as "the Dyos book" since they were prodded into writing it by the late professor H.J. Dyos, who did so much to enhance the way we see the urban environment and the forces that have shaped it.

Since London, during a large part of the period under discussion, was "the world's greatest city", its administration is bound to be of interest, and since it was also the home of central government which had the power to create and alter its political institutions, conflicts of interest and philosophy were bound to arise, and all through this history we see the efforts of government to play off against each other the metropolitan boroughs, the London County Council and the metropolitan boroughs, the Greater London

Council and the enlarged London boroughs. We also see the loss of the Home Counties, faced by London expansionism.

Not the least of this book's virtues is to provide a biographical appendix to remind us who all the forgotten local and national politicians and pundits who attempted to control London were, and they are a valuable illumination of the current dilemma of London government: that of having an independent regional authority with no real power, which even declined itself into thinking that it controlled London Transport, until scotched by the council of the best of a suburban borough.

Those of us who believe that the GLC should be replaced by a new Swiss-style confederation of boroughs, themselves smaller than the post-1964 ones, will gain some present the historical evidence, as just a speculative glimpse as to how a metropolitan city should be organized administratively in an economy where the industrial and commercial centre of gravity has moved elsewhere.

Colin Ward

Blunt tool

The Palaeolithic Age. By John Wymers. Croom Helm £16.95 07099 2710 X.

One short step beyond cave-men and mammoths and the old stone age, or palaeolithic, becomes intriguingly technical and dehumanized. It all turns into the study of superficially similar stone tools, with difficult names like Acheulian or Mousterian. This is largely a matter of bad packaging and public relations. The emergence of man as tool-maker until the point at which

he abandoned the nomadic hunter life style and settled down to farming (the mesolithic) should be one of the most important and fascinating parts of history.

Given the shortcomings of the available evidence, modern archaeological books go a long way to present this period in a more digestible form. John Wymers' work, though a serious academic, is nevertheless, in my view, a very poor approach because of its vagueness and lack of clarity. Thirteen weeks of statutory holidays a year

Philip Venn

Information & Advice

Checklist

There must be many a teacher who has conceived an educational visit in a fit of New Year vision or armchair enthusiasm, only to find that the successful translation of idea into reality depends on organizational and administrative skills of the highest order, and remembering to ban fizzy drinks on the bus.

A booklet, prepared by the Essex Advisory Service, helps teachers, and particularly those who are new to the game, through the planning of an educational visit. Three main sections deal with day visits, residential field visits and school journeys abroad. Checklists are provided covering the early planning stages and the countdown to the visit itself.

The areas covered include communication with colleagues and parents, the organization of transport, financial arrangements and instructions to pupils about expected behaviour.

Legal and medical considerations are pointed out, and those who have not taken children abroad before will find that the section on foreign visits gives a useful framework for their planning. The county's insurance scheme for educational visits is outlined, and though of particular in-county interest, it provides some useful guidelines.

The booklet does not discuss the aims and purposes of educational visits, though it makes clear that these should be carefully considered from the start. It simply provides organizational route-markers for the forgetful and those who do not know where to start.

Obtainable from Essex Urban Education Centre, Lansdowne Road, Tisbury RM18 7QB.

Joy Richardson



Photo: Susan Thomas

Bringing 'em back alive

By Dennis Carter

The summer term will soon be here, and, in the primary school, the season of trips and educational journeys. Many teachers will be wondering where to take their children and two divergent traditions may well be at work in the backs of their minds. One will be that of the Victorian village school outing, in which a dozen or so poor children climb ash on to the farmer's haystack and ride off to the local beauty spot in the care of a stern lady in a voluminous dress. This tradition will be saying that the trip should be a holiday, a picnic, a way of giving the children a good time like Christmas parties.

The other, more recent, tradition will be that of the well organized school journey, which is planned down to the last detail, the utterly foolproof venture, a sort of long-lasting class lesson in which the place visited provides the teacher's well-rehearsed instruction. This tradition will insist on a strong work ethic and strict discipline.

Many teachers will be unable to reconcile such polarities of thought and might have uneasy feelings throughout the exercise. Some may even feel the need to justify their jolly jaunt approach because of vague feelings of guilt. Thirteen weeks of statutory holidays a year

would seem to demand no less of them! One head I know spoke to the assembled children on this very matter. Under stress from his critics he justified the day at Alton Towers thus: "It is a geography lesson because of the journey there. It is a history lesson because of the castle there. It is a maths lesson because of the money you will spend there." This absurd analysis was the source of great hilarity among the teachers, but was hardly guaranteed to placate anxious parents.

Others will be so breathlessly keen to ensure that the children acquire the facts that they will arm them to the teeth with questionnaires, booklets and instructions so that even the most colourful experiences may turn quickly grey. While this is not as bad as the widespread practice of releasing hordes of children into the streets for a quiet smoke, it is still bad practice.

Recently, at the Liverpool museum, I was watching different parties of children approaching the exhibits. One class, whose teacher was well to the rear of the party, carried single sheet questionnaires. Like woodsprites they darted up to each glass case, looked briefly, ticked a box and darted away again. For five or ten minutes the African room was filled with these darting, ticking woodsprites.

Another class, with more sophisticated questionnaires and more teachers, wandered laboriously through the transport section like a traffic jam. The bright-eyed ones at the front asked questions and sought permission to make sketches in the boxes provided. Those in the middle followed suit, while those at the back looked increasingly dismayed, hardly daring to enjoy the old trains and fire engines for fear of being left with empty boxes at the end of the day.

Several parties of younger children trailed through the Egyptian room like geese following Konrad Lorenz. Their teachers kept making statements to anybody who was prepared to listen. The children, for their part, were turning around and around and were perpetually being moved forward. They said things too, but nobody seemed prepared to listen.

The most productive class of children was also the one which seemed to be enjoying itself. The children were actually doing things. Some were making quite detailed drawings of outstanding exhibits. Others copied hieroglyphics off Egyptian coffins. Some were writing down lists of primitive gods with sketches and others wrote their impressions in short pieces of prose or poetry. These children were engaged in

Information & Advice

Right approach

Découvres by David Sanderson and Antony Peck of the Language Materials Development Unit, University of York, is a brief and lively book for the 11-13 age range, aimed at encouraging pupils to approach French people on the streets or in shops and ask them questions about their shopping, hobbies, homes, holidays, and working day. If the pupils can overcome the very understandable shyness they may feel at such a prospect, they should achieve a much greater degree of fluency and confidence; French people, while notoriously impatient with foreigners who do not speak the language, are in general mollified by a genuine effort to do so.

Although the book has been compiled in a university department, the idea first came from a group of Yorkshire teachers, who felt the need of a more definite framework when taking parties of schoolchildren over to France.

The general principle around which each chapter is organized is that the class should make themselves familiar with the relevant vocabulary and phrases before crossing the Channel, conduct their surveys, record the results and extrapolate from them when they return. Within this structure, the teacher is obviously free to elaborate; for example, the section "Au Travail!" is about the working day rather than work itself, but a teacher could incorporate vocabulary about various jobs and professions.

This book, which could help schoolchildren to get a lot more out of a visit to France, is available from the Language Materials Development Unit at the University of York, and costs 60p.

Caroline Mendham

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Bringing 'em back alive

continued

not let up till lunchtime and vindicated that ancient Chinese proverb: "I hear, and I forget, I see, and I remember, I do, and I understand", which was widely quoted in the creative sixties and almost forgotten in these "evaluating eighties".

So how should the teachers approach the planning of trips this summer term? It seems to me that the jolly junk needs to become something more and the foolproof venture something less. Teachers might ask themselves why they want to take their children out of school at all. If the answer is that more will be learned, for longer, more deeply and more effectively then they should start taking their children out of school more often. This means throughout the year into the locality, not only annually to exotic places.

We should provide concrete experiences for our children right through their days at school and develop such skills as are necessary to enable them to engage at deeper levels with experience. This means developing talking skills as well as listening, drawing and chart-

making alongside writing. It means encouraging children to approach phenomena in their own ways, but well-taught ways, allowing them to make choices and pursue individual lines of thought.

The questionnaire is the very death of individual response on a school visit. Children need paper and booklets which are not cluttered with a teacher's or education officer's preconceptions. They need charcoals, pastels and softlead pencils as well as pens. They also need invitations rather than demands from well-informed teachers, who can give the right advice or information at the opportune time.

Back in school, support materials such as books, leaflets, posters, films, filmstrips and slides will be useful adjuncts of the experiences. Invaluable, too, will be time to think, talk and generalize about the particular. The thing least required is a hectic morning of further demands with follow-up work crammed between English and maths that gives the trip the final kiss of death so that it is almost forgotten by the summer holidays.

Dennis Carter is head teacher of Tufessin Junior School, Shotton, Chwyd.



School parties make up a substantial portion of visitors to the viewing gallery at the Stock Exchange

Looking down on the floor

By Susan Thomas

From the discreet and plush twilight of the viewing gallery, the brightly lit trading floor of the Stock Exchange resembles nothing so much as a vast and expensive aquarium. Stocked with sturdy jobbers who guard the territory in front of the hexagonal pitches, darting out to mouth at the pin-striped honest brokers as they shift through the *metee*, lively young blue buttons, the occasional top-hatted traditionalist and the increasingly common peacock coloured lady

member. You almost expect to see bubbles rising to the ceiling.

The guides supply these in a commentary larded with thoughts: "At busy times there may be 1,500 people on the floor... each day around £240,000,000 of business is transacted. The Stock Exchange has 7,000 officially listed stocks and shares." If it all seems a bit unreal, it's an impressive introduction to the City.

Since 1973 when the new Stock Exchange was opened complete with loudspeakers, women members, a cinema and exhibition space, around five million people have strolled through the viewing gallery - a good proportion of them school parties. Those who book, and any group larger than 10 is advised to do so, have a chance to see the very good introductory film, *My Word is my Bond*, before the guided view of the trading floor. They also reap the benefit of the resources supplied by the Stock Exchange.

If the schools are trying to rear a nation of technically literate and financially informed school children, the Stock Exchange for one is delighted. Whether we realize it or not, says Nicholas Goodison, Chairman of the Stock Exchange, most of us save through banks, pension funds, insurance or building societies, and much of this money finds its way to the Stock Exchange.

So the public affairs department produces books, pamphlets, wall charts and films, all freely available to schools, and offers advice, a certain involvement with financial games and a lecture service. How then, to get the best out of it?

The trading floor tends to be busiest early in the morning and just before the 3.30 closing, while the lunch hour is a relatively slack period. It is, however, quite unpredictable. The Stock Exchange is a barometer of world events, as the level of activity mirrors national and international concerns. Those schools which earlier this month made a combined visit to the House and the Stock Exchange, saw only too clearly the close relationship between the Falklands crisis and the Market. While press and tourists flocked to Downing Street to hear the latest statement, there was a significant lull on the floor - once the PM had spoken, there was a rush to sell.

The Stock Exchange is keen to be approachable. In the past it has been reactive rather than innovative in the matter of public affairs - now there is a positive rash of new resources for schools. To supplement the existing *Dinosaur* Publication for middle schools and the Stock Exchange's own booklet for A levels (both of which introduce the pupils to the

history, economics and dealings of the exchange), a new book aimed at CSE students is currently being written by Richard Brierly, a teacher at Forest Hill Comprehensive School.

He is also responsible for the new questionnaires. The first, "A City Trail", is a response to those teachers who ask what else they might usefully look at in the neighbourhood. "We have to recognize," says Colin Symonds, the man responsible for educational affairs, "that a visit to the Stock Exchange is only going to take around 40 minutes. The Schools clearly know about St Paul's and the Museum of London. We felt that we should offer them something which looks at the essential City."

So the walk-round questionnaire takes in the Bank of England, the new Natwest Building, the Metal and Baltic Exchanges - all obvious centres of financial interest, as well as the site of the coffee houses where the early speculators bought their shares and... and this is very popular with everyone. Leadenhall Street market. After all the Stock Exchange is only a market place dealing in a particular commodity. A walk up and down the street that helps to make the point that by shopping around you, get the best bargains at the time.

There are on-the-spot questionnaires to be filled in with the help of the guides; wall charts and pamphlets on the How and Why of the Stock Exchange, on the Settlement of Business and Careers Opportunities. The film *My Word is my Bond* is currently available, free, from Child Sound and Vision Ltd, Woodstock House, Oundle Road, Peterborough, or from CFM film library, Pottery Lane, Holland Park, London W11. Soon it and the more advanced film, *The Gilt-edged Market*, and *A Market Lives* will all be available on videotape, direct from the Stock Exchange, Threadneedle Street, London, EC2N 1HP.

Schools are encouraged to contact their nearest Exchange (Birmingham, Dublin, Glasgow or Manchester) for viewing facilities and guest speakers. The London end also gives encouragement and advice to schools playing business games. But, says Colin Symonds, they prefer to see people writing company reports or looking at production problems rather than concentrating exclusively on the glamorous, speculative aspects of business.

The Stock Exchange is not all that it seems, an aquarium. Rather it is the tip of a vast financial iceberg - a singular and strangely attractive - a good introduction to a solid world of economics and commerce.



Narrow boats

Stepping carefully across the black wooden lock gates, I passed the gaily painted narrow-boats nudging each other in the water beyond. It was an appropriate introduction to the Boat Museum at Ellesmere Port.

In the authentic surroundings of the old dock complex, designed by Thomas Telford during the industrial revolution in the early nineteenth century, historic canal boats, the largest collection in Europe, are afloat in the canal basin where the Shropshire Union joins its massive companion, the Manchester Ship Canal.

In its large red brick exhibition centre, originally a grain warehouse, the story of Britain's canal system is told with models, drawings, photographs and artifacts. The centre-piece is one of the most famous narrow boats of all, the Friendship, worked by Joe and Rose Skinner who carried coal from the East Midlands to depots along the Oxford Canal for 30 years until they retired in 1959. After that, they continued to live in it for a further 15 years.

The setting and variety of any Boat Museum are impressive by any standard, though a visit to it needs careful pre-planning and supervision. With locks and wharves, several branches of canal and an assortment of eighteenth and nineteenth-century industrial buildings to explore, the scope of what to see is very wide - and so is the possibility of unscheduled incidents like pupils getting lost or even falling in the water!

The idea for the museum grew

from the boat collection which was built up by a group of canal enthusiasts. In 1970, they formed the North Western Museum of Inland Navigation Trust and with local and county authority backing acquired the derelict docks.

Now under the watchful eye of Tony Hirst, its director the decaying buildings are gradually being restored and the docks repaired. In all, £4m is being spent, including substantial grants from the Department of Environment. In addition, voluntary manual support is being given by the local community, particularly schools and youth organizations.

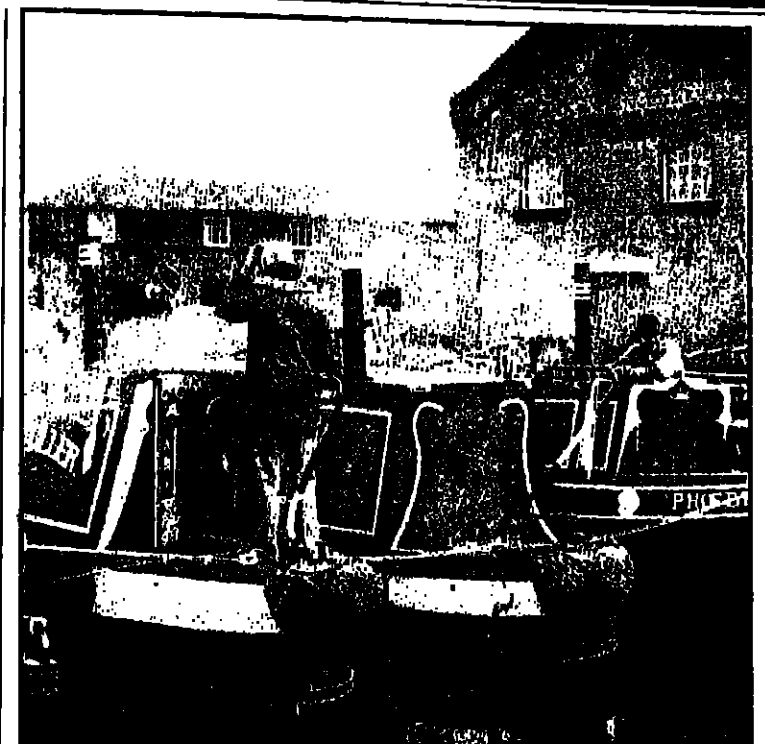
The boats are also being restored. At most times visitors can see craftsmen using traditional boat-building techniques at work in the dry docks. Chosen to represent different stages of canal boat development, there

are early wooden ones like the Starvationer (so-called because the hull's ribs are exposed), iron-hulled coal carriers, ice-breakers and tugboats. Inside one of their tiny cabins, brightly decorated with the traditional roses and castles, it is hard to imagine how an entire family used to live in such cramped surroundings.

Since the site is constantly developing, new displays are being added all the time. At Easter the old pattern shop is opening, with an exhibition on the history of Ellesmere Port. Another new exhibition is on energy conservation related to water transport.

The huge steam engines in the pump and boiler house which provided hydraulic power for the dock are put into steam once a month on Sundays. There will be a grand

EXTRA



1843-style re-opening of the Lower Dock later in the year.

School visits to the museum, booked in advance, with a guide provided, take about two hours (children 55p); additionally they can include a 1½ hour trip on a narrowboat along the Shropshire Union (children 40p or the boat, which carries 50, can be chartered for three hours - £80).

Useful prior to a visit is the primary information pack (£3.50) which includes two illustrated guides, photographs and cut-outs; a secondary pack will be available by Easter. The Museum's extensive archives can be used by appointment and there are two classrooms. Further details from the Boat Museum, Dockyard Road, Ellesmere Port, South Wirral. Tel: 051-355 1876.

Gillian Thomas

Anglo-Saxons at Jarrow

In AD 681 monks from Monkwearmouth founded a new monastery at Jarrow. Much of the evidence of their work has now been excavated and seen by thousands of schoolchildren each year as they visit St Paul's Church and the Bede Monastery Museum at Jarrow Hall.

Inside one of their tiny cabins, brightly decorated with the traditional roses and castles, it is hard to imagine how an entire family used to live in such cramped surroundings. Since the site is constantly developing, new displays are being added all the time. At Easter the old pattern shop is opening, with an exhibition on the history of Ellesmere Port. Another new exhibition is on energy conservation related to water transport.

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of stained glass in Europe. Jarrow Hall, 300 yards away across a usefully situated picnic and playground area, is an arts and exhibition centre which has won several recent awards. Its museum includes a scale model of Bede's monastery and a life-sized reproduction of one of Jarrow's manuscripts, the "Codex Amiatinus".



Church and museum form an excellent centre for studying Anglo-Saxon life. Both provide worksheets if schools request them, and trained teachers are responsible for guided tours. The museum also includes a slide loan service and teachers' notes and can show slides on site or arrange preliminary and follow-up visits. Regular courses are held for teachers on the educational possibilities of the museum.

Prior booking is essential. Please contact either: Education Department, Jarrow Hall, Church Bank, Jarrow. Tel. 852106 or The Rev Martin Saunders, tel 897402.

Nigel Richardson

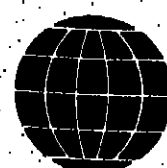
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The Kitchens at Longleat

The scale and lavishment of nineteenth century eating habits is admirably illustrated in the Victorian kitchens at Longleat. This unusual exhibition is tucked away behind the main rooms of the house and can be visited separately (children 20p).

A lofty, spacious room with large high windows designed to give maximum light has been authentically preserved. Purpose built in 1805, it replaced a smaller one when, like the rest of the aristocracy, the Marquises of Bath frequently entertained many guests.

More than 500 copper and brass utensils, cleaned to sparkling, are arrayed on shelves and in cupboards around the walls, all in regular use in those days, as well as serried ranks of pewter plates.

High up on an end wall is the set of small metal bells which were once linked to the main rooms in the house; below a unique collection of miniature moulds, over 200 years old, in copper and pewter, for setting delicacies in aspic.

Centrepiece of the kitchen is its huge scrubbed worktable where several maids and cooks would work side by side; life-size models depict some of the jobs they would have done.

The bread oven is original, installed in 1805 when its iron would have been blackened and the steel fender polished to a high sheen every day. But the huge cooking range is "modern", having replaced an open fire and spit at the turn of the century. Together with items like



the mangle and dubbing board, it revives nostalgic memories for the older visitor.

Leading off the kitchen is the stone-floored larder where perishables were stored and the pantry with the baking utensils. The cook's sitting room is laid out as it always was; a copper kettle stands on the hob and an ancient sewing machine on the table.

The present Marchioness of Bath, Virginia, has written an interesting guide to the kitchens with back-

ground information on former eating habits and some of her own favourite recipes which she uses for guests today. It is on sale in the scullery, now transformed into a small shop, together with other books and souvenirs.

Full details of visits from Longleat Safari Park, Longleat, Wiltshire, Wiltshire. Home economists can arrange special projects in the kitchens.

G.T.

THE ANCIENT PAST

Vindolanda: frontier fort

For a mere two asses, you can buy a mine of information in issue number 42 of the *Northern Frontier* and *Standard*. Here are revealed all the comings and goings around Hadrian's Wall in AD 205 - the impending visit by the new Procurator Octavianus Aemilius, the death through plague of senior magistrates Cornelius Rufus, forthcoming marriages and funerals and a front-page photograph of the last of the timber milecastles, now rebuilt in stone.

The *Tribune* is just one of the imaginative range of literature, postcards and Roman army recruiting posters available from Vindolanda's excellent bookshop. Vindolanda was once a fort for 500 soldiers. Excavations began on the site in 1970 and have so far revealed a huge range of buildings including the military bath house and hypocaust, the inn, a large family residence, shops and a civilian cemetery.

From the very start the Vindolanda Trust has made children's visits a priority. The museum includes a full-scale mock-up of a Roman kitchen complete with mother, children and taped commentary, audio-visual displays and video facilities. Patricia Birley, the curator and Linda Thompson, the education officer, have between them teaching experience in both primary and secondary schools and this is reflected in the very helpful children's guide, in a large variety of "Eye Opener" information sheets and in the special teacher pack which in 1983 will include worksheets for a wide range of abilities. Guided tours are available on request.

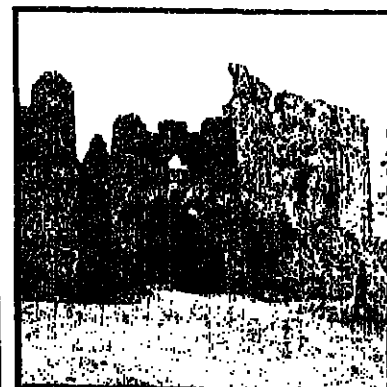
Vindolanda is visited by 80,000 each year. Nearly half are schoolchildren, most of whom take advantage of Vindolanda's educational facilities by contacting Vindolanda for literature in advance. Although most groups come from an area between Edin-

burgh and Manchester, Vindolanda's mailing list also includes a large number of parties from London, Ireland and abroad.

Vindolanda may not be the most accessible of sites - two miles north of Bardon Mill on the A69 and the Carlisle-Newcastle railway. The weather can be fierce; I arrived in a blizzard. But the countryside is beautiful, the facilities and organization are excellent, the welcome is warm and there are two youth hostels and an information centre within easy reach. As a way to experience second century England, Roman Vindolanda and the Roman Army museum at nearby Carvoran can hardly be bettered.

N.R.

For further details contact: Mrs Linda Thompson, Education Officer, The Vindolanda Trust, Bardon Mill, Hexham, Northumberland NE47 7JN. Tel: Bardon Mill 277 or 301



Splendid Cornish castle

The most impressive view of Restormel Castle is from the air. At ground level the visitor can get little impression of its perfection of shape - a round castle standing on a moote (small artificial hill) surrounded by a moat. Restormel is a fine example of a shell keep castle, dating back from the late twelfth and early thirteenth centuries; at one time owned by the Black Prince as Duke of Cornwall.

Shell keeps are believed to have developed from the Norman moote and bailey castles which were made from wood. The Bayeux Tapestry

shows workmen building such a castle for Duke William of Normandy before the battle of Hastings in 1066. A wooden stockade encircled the summit of the hill or moote and this enclosed a bailey or courtyard.

Later on the timber fence was replaced by building a stone wall on top of the moote and using its protective shell as the party wall for a series of domestic buildings on the inside, surrounding a central courtyard. There are other examples of the shell keep in Britain, such as Launceston Castle nearby, but none quite so fine as this splendid Cornish castle on high ground above the Fowey river.

Admission: The site is open from 9.30 am to 4.0 pm in winter (2.0 pm to 4.0 pm on Sundays). From March 15 it is open from 9.30 am to 6.30 pm on weekdays and from 2.0 pm to 6.30 pm on Sundays. Admission is free for children in organized school parties, provided special application is made well in advance to the Ancient Monuments Branch, Department of the Environment, Bridge House, Sixon Place, Colindale, London NW9 1DA.

Philip Savarini

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EXTRA

A taste of summer wine

By Angela Rose

The first vines in Britain were brought over from Italy by the soldiers of the Roman Empire, when the drinking of wine was an integral part of the Christian religion. By the time of the Norman Conquest, English wine was to be found all over the Southern counties. English viticulture started to decline when King Henry II married Eleanor of Aquitaine and her dowry included the prosperous vineyards of the Bordeaux area of France. The excellent French wines were imported to England and sold at such competitive prices that the demand for English wine decreased.

The Benedictine monks continued to make wine during the Middle Ages and after the Dissolution of the Monasteries, this was continued by various sections of the landed gentry. Lack of sugar after the First World War meant a lull of 25 years and English wine started to lose its identity and be confused with fruit wines. In 1952, the first English wine for a quarter of a century was made in Hampshire and thus set the wheels in motion for a thriving industry.

The major wine growing areas in Britain are based in the South of England, although some are to be found as far north as Derbyshire. Most English wine is white and can be made from either black or white grapes. Compared to imported wines it is expensive. This is due to

lack of tax concessions by the British Government and the fact that the colder climate excludes any possibility of large yields from poorer quality grapes.

The best regions climatically are Kent, Sussex and Hampshire. The largest vineyard in Britain is the 32 acre Lamberhurst Vineyard which lies on the Kent and Sussex borders off the A21. It is open to the public and welcomes school parties.

The "Vineyard Trail" which opened in mid-1981 is open throughout the year at a charge of £1.00 for a teacher and 50p per child. An explanatory leaflet and map are provided and the route leads through the vineyards. The grapes are still picked by hand and it is interesting to see the different methods of pruning and training. The staff work throughout the year and depending on the season they can be watched either pruning in January and February, planting in the spring or spraying and harvesting in the autumn.

Guided tours run from May 1 to October 31. There are usually three tours per day, each lasting approximately two hours and it is essential to book well in advance. After a tour through the vineyard, the party is taken round the winery and the cellar, followed by a wine tasting.

Gone are the days of peasants squashing the grapes between their

toes. The winery with its pungent smell of fermentation works like the most efficient production line with presses, a centrifugal separator, and a conveyor belt of bottles ready for filling, corking and labelling. The guide explains each process in detail and is ready to answer questions. The three main wines are Reichensteiner, Müller Thurgau and Seyval Blanc and prices average at approximately £3.50 per bottle.

Because of British licensing laws no one under the age of 18 can taste the wines and while adults are given their three wine tastings and the chance to purchase, soft drinks are served to children. The charge of the guided tour is £1.75 per adult and 85p per school child. For parties over 21, the charge is £1.50 and 75p respectively. There is a shop with further information on English wine-growing and a place to sit with a picnic.

For a list of English vineyards open to the public, send an s.a.e. to The Ridge, Lamberhurst, Down, Kent TN4 9ER. For a wall poster showing the location of the wine growing areas in England, send a cheque for £1.50 to the above address made payable to The English Vineyards Association Ltd. For further information on the tours round the Lamberhurst Vineyard telephone 0892 890 844 or 0892 890 286.



On the bridge

When Tower Bridge was built almost a century ago, it was feared that pedestrians would become impatient at having to wait every time the two bascules were raised. So high-level walkways were provided between the towers.

However, they were hardly ever used, as people invariably preferred to wait and watch the ships pass through, rather than climb the stairs 110 feet up to them. So after a few years they were closed, remaining derelict until being reopened to the public in June last year.

Now with metal-framed glass panels fitted between the heavy girders, instead of being open to the elements as before, the walkways provide a superb bird's-eye view of the river, the Tower of London, St Paul's and the surrounding areas.

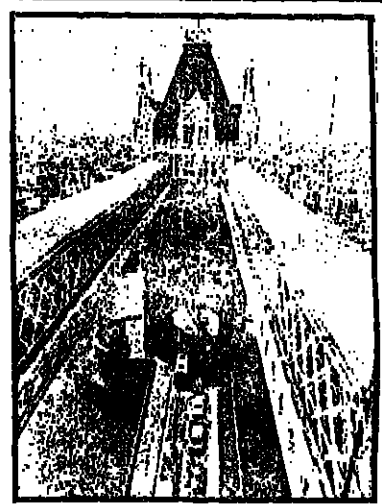
On the various landings of the towers, there are small exhibitions. One features the architecture and engineering of the bridge, with models and diagrams of how the bascules were operated. Opened in 1894, the bridge took eight years to build and cost £1m.

There are displays too on the role of the docks and Thames bridges in the development of London. The scale of the bridge's opening ceremony, depicted with blow-up photographs from *The Times* and fascinating reports is a fascinating insight into Victorian life.

Under the south approach to the bridge, part of the old engine room for raising the bascules has been turned into a museum and shop. On show are the huge solid-fuel hand-fired boilers and steam-pump engines which once operated the complicated lifting mechanisms. Electricity now provides the driving force.

In addition to the bridge and its walkways, there is a great deal of interest in the surrounding area too. Just upstream is the Tower of London and also HMS Belfast, now permanently moored as a floating museum of the sea battles of the Second World War.

Downstream on the north bank, St Katherine's Dock houses the



Maritime Trust's unique collection of historic ships, portraying the evolution from sail to steam. They include a coal-fired east coast herring drifter, the old More lightship and, perhaps best known of all, Captain Scott's "Discovery".

The walkway is open between 10am and 4pm every day. Adults £1.60, children 80p (before noon two free places in a group of 10, after noon one free place). More details from the Tourist Manager, Tower Bridge, London SE1 2UP.

G.T.

Armada city

Few large British cities can be recommended unreservedly as rewarding destinations for the school party. Yet Plymouth must rank high in that select band.

For one thing it has one of the finest new city centres in the country, with a magnificent sweep of open space, the Armada Way, linking the splendid shopping centre to Plymouth Hoe, standing 100 ft or so above Plymouth Sound.

An appropriate place from which to view this exciting prospect is from the roof of the new civic centre - preferably on a glorious summer's day! From the summit of this building children can get a coherent picture of the layout of Plymouth and Devonport, and appreciate more fully the extent and nature of the city centre redevelopment since the Second World War. This is as fine a substitute for a trip in a helicopter as one can imagine!

At the more mundane ground level many interests can be satisfied, since Plymouth has many statues, monuments and relics of our naval heritage. An impressive naval

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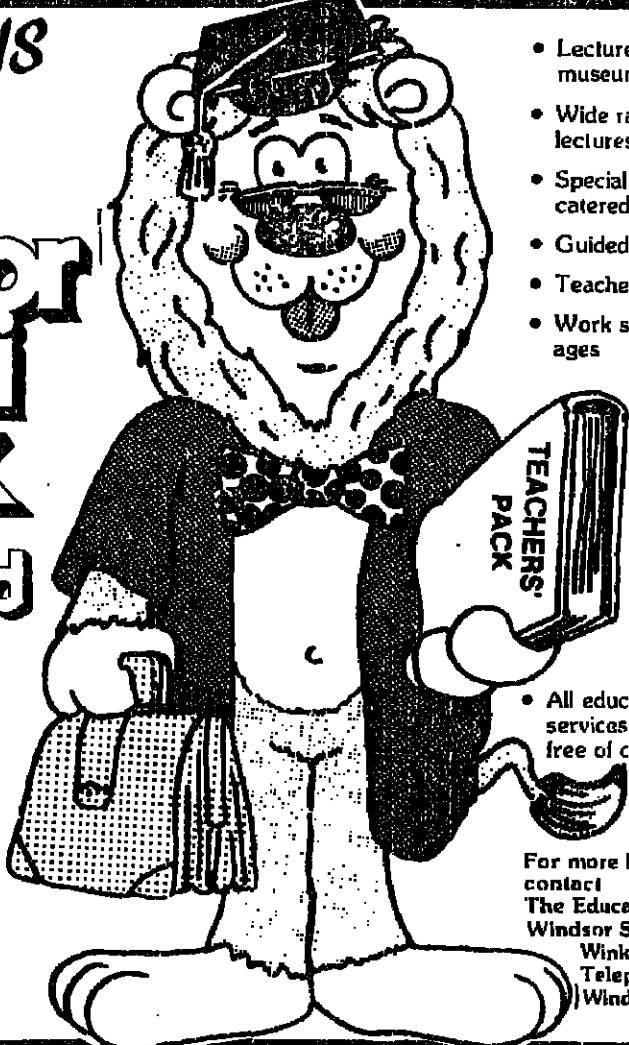
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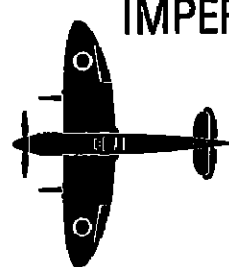
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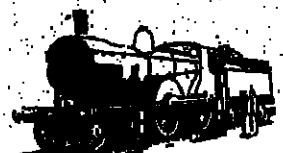
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Better than books

Susan Thomas reports on museum education

The year 1883. The location, Paris. Georges Seurat, a slight, bearded young man in a dusty black suit, notices the children. "I'm sorry I'm late... been talking to a neighbour... an old lady who used to be an artist's model. She can't understand why I paint such ugly scenes", and he waves a limp hand towards the enormous, unfinished canvas of "The Bathers" which dominates the tiny, spartan studio.

James Heard is Seurat. In other years he has been Gainsborough "with a cushion stuffed up my front" and Botticelli in tights. "That caused a few remarks." He is the creator and star of the National Gallery's "Meet the Artist" programme and uses his props, paint, magic lantern, coloured filters and young audience, with considerable skill to sketch in the life and times of the artist.

"Have you met Renoir yet?" "You draw me an apple and tell me where the light is coming from?" "Hold the card between the lantern and the screen - now what colour is the shadow?"

He provokes a whole new way of seeing. "I never looked at it like that before," said a small voice. "There's colours round you changing all the time." It is modern museum education at its best, interesting, informative, thought-provoking.

Surprisingly, museum education has been on the cards for some time. It was 1894 when the Elementary Day School Code permitted up to 20 attendances per child per school year at "Museums, Art Galleries and other Institutions of Educational Value". Schools' services were established in Leeds, Manchester, Newport, Norwich and London in the first quarter of the century and in 1931, Leicester appointed the country's first School Museum Officer.

Then in 1948 the children's subject section of the International Council of Museums met in London, leaving behind, the Group for Children's Activities in Museums. By 1963 this had become the Group for Education in Museums (GEM).

Encouraged by the 1963 Rosse report "... impossible to underestimate the importance of teaching children the use and significance of museum objects", it busied itself with loan services, travelling exhibitions, an index of models and teaching aids, resource packs, spe-

cial provision for the handicapped and increasingly, with adult education, promoting the role of the qualified museum teacher and, latterly, with the growth of the open-air museums, the museum interpreter.

The National Gallery is in the forefront of museum education and works at it. Its witty, irreverent quiz sheets "Weather or NoT", "The Weightwatchers Guide to the Gallery" are designed to appeal to every age and taste and to persuade us that art is a good thing - interesting, amusing, challenging and definitely not the prerogative of middle class Londoners and international culture vultures.

Supported by Rosse, James, the Schools Council and the DES, museum education has become an invaluable adjunct to classroom education. But one not always fully appreciated. "Generation after generation... has left its training course with a complete lack... of awareness of the teaching power of the three-dimensional object," wrote David Sorrell, Denbyshire's Museums Officer in the GEM's journal last year. And Graham Carter, of Beaulieu Motor Museum, found advisers no better. "Many I.e.a. advisers have little knowledge of the potential of museum education services in their own area" thus "opportunities for pre-service and in-service training of teachers... are restricted."



To encourage teachers to use its resources and get the best out of a visit, the National Gallery runs in-service training courses on a national scale. It is not alone, all over the country museums, historic houses and art galleries are keen to introduce teachers and children to the delights of their collections. But as transport costs and unemployment soar, educational provision plummets and "cover" becomes increasingly difficult to arrange, schools are cutting back on their visits.

The museum service too, is under threat from the cuts; 1977 saw the end of the Victoria and Albert's regional service department, museums in all parts of the country are losing staff and many teachers are asking themselves whether a museum trip is, after all, worth the hassle. Gene Adams, ILEA's museum adviser, is adamant that it is. Small, intense and nationally

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all have preconceptions, often coloured by school books. A visit to the Museum of Mankind should counteract the Eurocentric accounts of heroic explorers bringing civilization to the jungle and... the Vikings and Gauls have received a bad press from their literate neighbours... Recent exhibitions show how the evidence of archaeology contrasts with the written sources.

"How much better," says Gene Adams, "to use first hand experience."

Then again, museum sources cover every aspect of the syllabus, the sciences just as much as history and art. To see a scientific discovery in context is to give it impact and relevance. "Above all why deprive yourself of something which makes the job so much easier and more interesting?"

Last and certainly not least in an age of increasing leisure - "if you introduce kids to museums, particularly while they are at the primary stage, they will go on to use them for the rest of their lives - just as they use public libraries."

Primaries, still Plowden-orientated, are keen to give children a multifaceted experience. Secondaries, dominated by exams are reluctant to take time out and expect museum education to be strictly related to the syllabus. In some ways, she says, this is good and she is keen that museum education staff tap the "terrific expertise among the thousands of specialist museum staff - some of whom can talk to the kids and others who can at least make their knowledge available."

Getting the "feel" of an exhibition is not easy when the collection is priceless and jealously guarded. Research shows that the more involved we are with an exhibit the longer lasting our memories will be. The National Gallery has ways of making you look. Pause in front of Gossamer's grim "Elderly Couple" and consult the quiz sheet - "Do these two look happy together? What are they looking at?"

Gene Adams' in-service courses (secondary and primary) are about involvement. They include workshop sessions with dancing, drawing, model making, music or drama. "They see what it is like to go from an academic to a practical activity in the course of an afternoon."

Like the National Gallery staff, she believes that teachers need several days to get the best out of museums and that head teachers should recognize this. Her courses give time for an in-depth study of a collection and some workshop experience, plenty of opportunity to find out about the nuts and bolts of a visit, how many children can usefully work on a particular topic, where to find the cafeteria; the toilets and somewhere to let off steam, and that vital difference between the teaching museum educator and the custodial museum attendants.

There are many different ways to get inside a collection and Theatre in Education gains ground as the social relevance of historic items is stressed.

Clarke Hall in Wakefield, a seventeenth century yeoman's house, has a set of carefully reproduced period furniture, costume and

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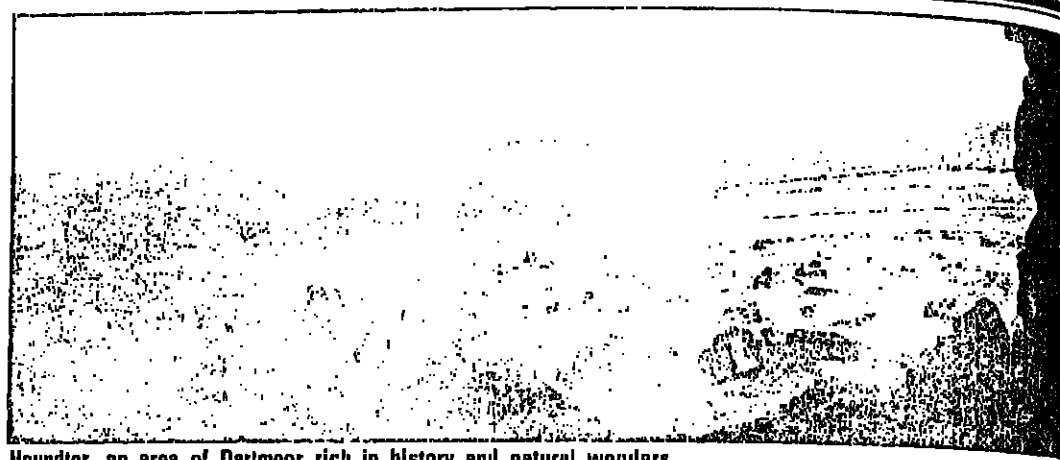
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Houndtor, an area of Dartmoor rich in history and natural wonders

The Dartmoor provision

By Francis Kellaway

National parks have their public relations officers, and all welcome organized visits from school and youth parties. The facilities offered by the various parks (there are 10) designated in various parts of England and Wales are manifested by arrangements in the Dartmoor area, although there is one significant difference there.

Mr Tom Gant, the youth and schools liaison officer for the Dartmoor National Park, is a teacher; moreover, he is seconded to his present post by the local education authority. The benefits accruing from this need not be spelled out. It is, however, appropriate to acknowledge here that Mr Gant has provided leaders of visiting groups with some impressive source material.

An obvious starting-point is the information pack, issued by the park authority's youth and schools service. Not all the parks operate an identical service, but all can respond to enquiries with information and advice. The Dartmoor provision is, however, outstanding because the initial pack contains a balanced series of leaflets and a resource guide about which some detail is given later.

A range of other packs of material useful - it is probably fair to say essential - to teachers planning group visits to the park is already some 16 units strong. Based on areas of the moor where there are both items of general and special interest, the particular features include various aspects of archaeology, natural history, geology and indigenous life.

There is, for example, a moorland church study based on Sturton, a river study with focus at Dartmoor, another on water extraction and supply, china clay workings, and the settlement at Grimspound. To consider one pack in a little more detail, there is a study area programme for the Haytor and Houndtor region.

The relevant pack includes a booklet of teachers' notes, a pupils' work book and large scale maps - one for teachers with full information printed, and a set for pupils with little detail, but extremely suitable for practical exercises, including the insertion of features, symbolism, measurement to scale and so on.

The programme of study can be compiled from a list of topics that includes tors, quarries and mines, a famous granite railway, Bronze Age remains and medieval villages. Haytor granite, naturally abundant, was of very fine quality and used in the construction of, for instance, London Bridge, Buckingham Palace and Covent Garden. To convey the material from the quarries to a lowland waterway, trucks used a tramway of which the rails were themselves made of the same granite.

There are many hut circles in the vicinity, while at Houndtor there is a good example of a prehistoric enclosure in which ruined buildings of twelfth century origin can be identified as longhouses, byres and corvelling barns.

The pack contains notes also on the birds, animals and plants of the area (exercises in the pupils' books carry illustrations), and the teachers

guide is detailed about the essential preparatory work which, understandably, should include lessons on what to look for and what to do while on the visit. In this respect, the resource guide is remarkably thorough. There is good counsel on determining the aims and logistics of a visit, the organization of timetables, transport and emergency cover, and the selection of places of interest on and around the moor. Country parks and other recreational centres, historic houses, museums and gardens are all included.

The detail is typified by one note, "toilets: if there are no facilities at your destination, allow for stops en route" and a listing, with grid references, of public lavatories on or bordering the national park.

The guide continues, also, comprehensive pointers to resources available in the Devon Schools Museum Service, the County Film Library and educational and television services. In addition, there are pages of useful references to facilities provided by cognate bodies, together with directories of residential centres and other opportunities for camping.

In this connection, other publications from the park's headquarters cover expeditions related to the Duke of Edinburgh's award, and a user's handbook to the Dartmoor Training Centre. The former stresses the necessity for all aspects of training up to Gold-level standard to have been completed before an expedition or exploration in a wild country area is attempted. There are less demanding parts of the moor, but all concerned must be realistic about the hazards of the bleaker sectors.

The training centre is, however, suitable for all. Opened in 1981, it is purpose-built on the banks of the West Dart river, not far from Two Bridges. Two dormitories and two staff bedrooms provide accommodation for 42 youngsters and four adults, though additional campbeds can be brought in to use so that a maximum party of 60 is possible.

A large common room with open fire and a fully equipped kitchen with all necessary tableware means that the centre is self-contained. Visiting groups provide and prepare their own food, but a caretaker living nearby will make purchases for those coming into residence.

The users' handbook is fully itemized to help those organizing a residential visit: pre-planning, catering, a variety of programmes of work, study and recreation, and many associated matters, are all included. The merits of such an opportunity are obvious, and many thousands of young people have already benefited.

To complete the picture, some indication of the scope and quality of other publications of the National Park Authority should be given. The information in them is concise, lucid, and accurate.

One booklet supplies an introduction to the archaeology of Dartmoor, covering settlement and industrial sites, fields, farming and communications, and a representative palimpsest to show features of different periods and types merging all

over a landscape. Others are concerned with trees and forests, geology, and with the peat of Dartmoor. All are modestly priced, as indeed is all the literature available from the park authority's youth and schools service.

That so much has been accomplished on an inevitably tight budget is a matter for admiration and commendation; results are outstandingly worthy, whether measured in terms of publications, guidance, scientific, educational and recreational activities of quality and purpose, or general enrichment of the many youngsters.

And it is not only from immediate localities that rewarding journeys to and from the moor. In any one year, rather than half the groups on visits come from outside Devon, the largest contingents from London and the Home Counties, but the south, midlands, north each supply a substantial number of visitors.

All this stems from the devoted work of a few enthusiasts, supported by an enlightened local authority and a sympathetic national officer (Mr Ian Mercer has acquired a high reputation for his work in his interest in nild conservation). Indeed, it is significant that the Dartmoor Park office is in property owned by the National Trust, and it is to their enquiries should be addressed. Mr Gant, whose address is Haytor Road, Bovey Tracey, Devon, TQ13 9JQ (tel 0626-833333), in the first instance obtains copies of the publications list, and chooses a first batch of material for guidance.

The message on the order for publication does, incidentally, provide an admirable closing "to help you learn about Dartmoor, by learning can you understand, and only by understanding will you care".

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MUSEUMS



In the Modern Room

Last year the Boilerhouse opened at the Victoria and Albert (the design history gallery funded by the Crafts Foundation) and one of its first exhibitions was of products made by Son of Japan. Nearly all the items were unequivocally beautiful and although obviously modern they showed, I thought, a debt to the Japanese aesthetic tradition. They demonstrated the Japanese knack for organizing shapes, be they stones in a rock garden or buttons on a cassette tape recorder, into unfussy yet decorative design. The art of pattern - a sense for the decorative - is something that many contemporary European designers seem to have lost.

But what has this to do with a school visit? Well, last year also saw the opening of a small but very good permanent design collection at the British Museum - the Modern Room - which ranges from 1845 to the 1930s. It shows us that once, not many years ago, first Britain and its arts and crafts movement, and then Europe, especially Germany, produced some exceptional functional yet decorative design. And so, what I suggest for a school visit, is to take a small group of fifth or sixth formers to the Modern Room at the BM, then to Tottenham Court Road to look at Habitat for a touch of comparative study, followed by a visit to whatever exhibition is current at the Boilerhouse.

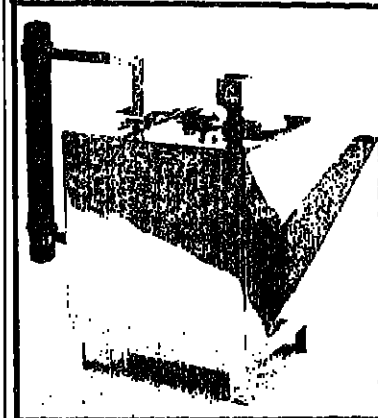
The BM's Modern Room has an increasing collection of designs by Christopher Dresser, a forerunner of British and European modern design. Some of Dresser's teapots and bottles are shown and while they are obviously clean, functional and simple, each is also an ornament - it is still a piece of decoration; in other words, no fetish has been made of function.

In contrast to Dresser's metalwork there are a few of his designs for glass which are more organic, more romantic, as befits the medium. There are several items by Charles Rennie Mackintosh which are exciting in the way they use space but have more to do with sculpture than with use - this is a common observation about his high-backed chairs, which are both very uncomfortable and very attractive. It would be tedious to list here my favourite objects and in any case the pleasure and the learning rests in going round with a sketch book.

One of a pair of aboriginal wood candlesticks designed by Charles Rennie Mackintosh and made by David Hogg in 1904.

drawing and making notes and comparisons. There are examples of William de Morgan's ceramics, designs by Peter Behrens, and a number of revelatory objects such as a couple of plates made just after the 1917 Russian Revolution. Both plates have a futuristic design of energetic line and high colour and I don't suppose they make plates like these in the Soviet Union today. Overall I think one of the lessons to be learned from this collection is that good design - the ability to handle line, shape and form aesthetically and yet still put it to the service of function - is nurtured by training the eye through the observation of nature - it applies certainly to Dresser, De Morgan and William Morris.

Peter Dormer



Electroplate tea kettle designed by Christopher Dresser in 1880.



Bodmin bench ends

Bodmin Moor is not the first place that comes to mind when contemplating the magnificent heritage of only carved woodwork left to us by the medieval churchmen. The bleak

ness of the moorland somehow seems incompatible with a decorative art which is more often associated with the timber-framed cottages and lofty churches of East Anglia. Yet Altarnun's parish church of St. Nona, with its spare granite building and fine tower dating from the fifteenth century, contains one of the best collections of finely-carved bench ends in Britain.

They were created between 1510 and 1530 and one of the bench ends near the Norman font (relic of an earlier church) carried the inscription "Robert Daye Maker of this Work" below a carving of an angel. The other 78 bench ends feature many splendid carvings, including a fiddler dressed in a tunic, a bagpiper, a man in armour with a sword, a jester, and a man with a large cauldron. One carving of particular local interest depicts sheep grazing on a hilly slope - presumably Bodmin Moor. The wealth of early Tudor social history to be learned at first hand here from these carvings is well worth the detour out the A30 and into this charming little village. For obvious reasons application to see the church should be made well in advance, since few parish churches are organized to cope with unannounced school parties.

P.S

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Duxford display

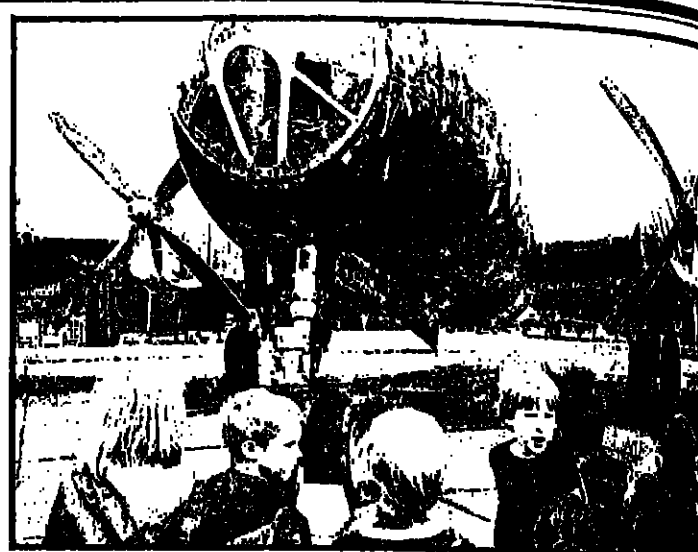
There comes a time in many a child's life when the possibilities of Action Man and the battery operated tank are finally exhausted and he or she wants to come face to face with the real thing. Twelve thousand children in school parties did just that last year by visiting the Imperial War Museum's collection at Duxford airfield, and it is not hard to see why its well-organized and imaginative educational unit is proving to be a major growth area.

Built some eight miles south of Cambridge in 1917-18, Duxford was the first RAF station to receive Spitfires in 1938 and played a major role in the Battle of Britain before becoming a United States' eighth air force base in 1944. Fifteen years after its operational life ceased in 1961, it became part of the museum, and now displays 30 tanks, guns,

missiles, a midget submarine and over 80 aircraft from a Blériot monoplane of 1910 to 20 second world war aircraft, a Vulcan and a Victor bomber and Concorde 01.
One hundred thousand square feet of additional, covered display area includes permanent exhibitions of Duxford's history and the part played by its Americans in the war, the role of Gibraltar in the history of the British Empire, and armoured warfare. A new display tracing the development of the bomber is due to open in July, and a regular programme of weekend special events this year includes a Mountbatten memorial air display on June 19 and a gathering of vintage aircraft on July 10.

Twenty-minute introductory slide talks are available for school parties and can be adapted for all age groups. More specialist presentations include the War in the Air 1914-18, the Battle of Britain, the Home Front 1939-45, Women at War and a special topic, the Americans in Britain 1942-45 which includes a documents pack and special worksheets. General worksheets are also available for both junior/middle and secondary school groups; there is a free quiz sheet and plenty of room for picnics, plus a large cafeteria.

The museum has recently launched a superhangar appeal to house



all its larger aircraft, which are currently on display outdoors. Those who have already visited the Imperial War Museum's London headquarters will know that its bookstall is a paradise for both pupils and teachers with a most imaginative range of literature, souvenirs and unusual postcards to send your friends and enemies. Above all, it has enough eye-catching posters, reasonably priced, for the bedroom walls of even the most fanatically military schoolchild. Duxford has

them too - and it has none of the main Museum's parking problems.
The museum is open in 1983 from March 12 to November 6. School parties wishing to visit should write as far as possible in advance to Miss Lesley Spence, School Officer, Imperial War Museum, Duxford Airfield, Cambridge CB2 4QR. Tel: 0223 833963, who will send full details.

Bones and pools

By Owen Surridge

Bones preserved in a Devonshire cave show that tropical animals roamed the West Country long before zoo parks became fashionable. The remains can be seen at the Pongelly Caves Study Centre, near Buckfastleigh, Britain's only cave research centre dedicated to education and conservation. It is to be opened to specialist school study groups in September 1983.

The site is Higher Kiplin Quarry, just off the main London-Plymouth road, which was once a source of limestone but has been disused for 100 years. It gives access to five caves up to 100 feet deep.

Above are two old stone farm buildings. One now contains a cave museum; the other contains a lecture theatre, laboratory, arts studio, common room and office. There are also a dormitory for 20 pupils and rooms for four staff, plus showers and a kitchen.

Outside is a fine view of the Dart Valley, a river terrace of the Ice Age and of great interest geologically.

Quite the most interesting of the caves is the one known as the Joint Mitnor where, in 1939, Messrs Joint, Mitchell and Northey discovered a rich store of fossilized bones dating from the Pleistocene period. Among them were the remains of 16 species of animal including lion, hippopotamus, elephant,

rhinoceros, hyena, wolf, bison and bear.

Some 4,000 of these bones were excavated and carried off to the British Museum; others went to the Torquay Natural History Society's museum. These removals were only a small part of the deposit. The remainder are on view, some embedded in the walls of the cave, others in a large pile of detritus which fell, some 100,000 years ago, through a funnel-shaped hole in the roof which trapped victims as effectively as a lobster-pot.

This find is the richest of its kind ever to be discovered in Britain - and most of it will remain where it was found. The site is of great interest to geologists and to those who can see how the deposit was formed and specialists can undertake further exploration if that should ever seem necessary. Access is restricted to avoid changing the atmosphere and causing deterioration in the deposits but electric light has been installed.

This facility is not available elsewhere and visitors must carry their own helmet lights to illuminate the stalactites, stalagmites, straws, curtains and crystal pools to be found in the deeper caves. Foremost of these is Reed's Cave, reputed to offer some of the finest formations in southern England. To prevent damage this cave is open only to geologists in parties of six or seven and the path is taped off as an

extra precaution.
For those whose interests are less precise, but who would like a sight of real caves, there is what the guardians of the centre describe as the tourists' route. This lies through some upper caverns where there is much of general interest and less chance of serious damage.

Another cave, visible from the surface, but guarded by grids, is Rift Cave, home of several bat colonies and one of the few so protected. Only the bats enter there.

The caves are linked by some 2,000 feet of underground passages radiating from Easter Chamber. Traversing them calls for fitness, agility and proper pot-holding gear, which may be hired from the centre. Guides are provided and by the time school study groups visit a full set of background notes will be available for teachers and pupils. Tours will be preceded by talks when required.

Unlike most cave research establishments the Pongelly centre came into being by fortunate circumstance and amateur interest. Members of the Society for the Promotion of Nature Conservation noticed the quarry was up for auction, raised the funds and successfully bid for it with the idea of using it as an educational centre. It was subsequently leased to the Devon Trust for Nature Conservation and is managed by the Pongelly Caves Studies Trust.

All of which sounds very organized and official. In fact the whole enterprise is run by a small band of enthusiasts who have had to reach deep into their own pockets and

started at that point. The result has been, on the whole, that adults also buy children's material.

Essential to the preparation for a visit is the recently published *Educational Guide to the National Trust for Scotland* by W. K. Ritchie; which, supported by BP, has been freely distributed throughout all Scottish schools and local authorities. The site, the teacher's preparation, the representative's back-up, the publications - these are all the needed constituents for a successful visit. Together they lead to the child's captured imagination and to a new experience of himself as a person. Learning expands; and heritage, to which he relates directly now, ensures for itself care and attention in the future, and society its responsible and contributive membership.

* BP Educational Guide to the National Trust for Scotland by W. K. Ritchie, £2.95 plus 50p p.p., available from Mrs Marjorie Leishman, Head of Education, The National Trust for Scotland, 3 Charlotte Square, Edinburgh EH2 4DU.

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When in Rome...

By Sally Rogers

Rome! The Eternal City, the centre of ancient civilization, all things to all men - and women. A first visit to Rome is likely to be an unforgettable experience, and to our little party it was, for each in a different way.

From the beginning, there had been reservations about accompanying a party of 14-year-old schoolgirls with all the hazards of pickpockets, bag-snatchers, terrorists and, not least, the local Romeos who would undoubtedly make a bee-line for our mobile blondes. I had visions of bottom pinching on crowded buses, and other unmentionable assaults on their persons.

Keep together - don't loiter - keep your handbag closed and tucked tightly under your arm - don't eye the boys - and no Philippas, you can't go to a disco on your own! It was a pity that all our admonitions had to be so negative, but at least the hotel sounded promising. Domus Pacis. House of Peace. It conjured up visions of nuns floating softly along cool stone corridors, and wholesome meals served up in conditions of Spartan simplicity. The reality could not have been further from the truth, and nothing turned out as expected.

Domus Pacis proved to be a complete misnomer. It consisted of a collection of three-storey barracks-like blocks of apartments used as a conference centre by the Vatican. Within minutes of our arrival a stream of juggernaut coaches began to arrive, disgorging their contents of noisy, happy Sicilians. A whole village had come from Sicily to hand over one of its sons to the Church.

My proud Mamma told us in unmistakable sign language, with much rolling of eyes to Heaven, and hands raised in the attitude of prayer. The boy himself, with the air of enthusiasm in his eyes, and the manner of a grammar school head boy, was soon organizing the younger children into an impromptu

choir. They sang far into the night.

We soon discovered to our dismay, that the neighbouring rooms on our floor in the hotel were occupied by a group of young soldiers taking their turn on guard duty at the tomb of the Unknown Soldier, on the Victor Emmanuel Monument. This was a hazard for which we had not bargained - local Romeos in our midst, and at our most vulnerable. It took a little while to persuade them that knocking on bedroom doors all night would get them nowhere, and that we intended to be effective chaperones to the girls. We spent the rest of the week keeping a watchful eye open for assignments in the darker parts of the garden.

Our "House of Peace" was a bus ride away from the outskirts of Rome, down the Via Aurelia, past the towering walls of the Vatican with their Papal insignia, the bulbous crown with two bees in hornedness, looking not unlike a hornet's nest. Public transport in Rome is plentiful, but very crowded. Most buses operate either on a coin in the slot or with tickets previously purchased at the tobaccoist's shop. Either way, the flat rate of 200 lire (less than 10p) per journey, seemed good value.

The luxurious shops of the Via Condotti, and the little stalls on the Spanish Steps with their alabaster and leather goods and jewellery were irresistible to the girls. Whatever else we did not see, Harriet had set her heart on finding the Gucci shop, but the purpose of our visit was educational, so we made sure that our party had its daily dose of culture.

We spent a hot afternoon in the Forum, trending the Via Sacra from the Arch of Septimius Severus, the Roman Emperor who subdued the British and who is buried at York, to the Arch of Titus who quelled the Jewish revolt of 79 AD, and destroyed Jerusalem. On the way, we took a short rest near the little temple of the Vestal Virgins with its cloister, now a rose garden, in the style of a medieval convent.

We climbed to the topmost storey of the Colosseum, and peered beneath the arena, into the gloomy tunnels where the wild beasts were kept under control before making their entrance into the arena, to kill or be killed. All we could see were a couple of Akitian guard dogs and a dead cat.

We returned from our first day of sightseeing, hot and dusty, to find that yet more guests had arrived. Seemingly vast numbers (in reality, perhaps three coach loads) of pilgrims shepherded by Patrick, the courier with Shamrock Tours. He addressed his flock in uncouth tones (was he perhaps a failed priest?) and ushered his large parties around Rome in plush coaches with cool efficiency. "We never con-

sider taking parties of less than 30," he told us, and our little group seemed to grow even smaller. The tastes of his customers dictated the hotel menu - "Nothing with garlic, nothing highly spiced" - which eliminated most of the interesting Italian dishes, and went a long way towards explaining the bland mish-mash which we had been eating.

That evening, Caroline sidled up to me. "They've offered to take us into Rome for the evening - can we go?" "They" were the soldiers. The possible consequences for Caroline and her two friends didn't bear thinking about. "No," I said firmly.

On our return to the hotel, we were greeted by Patrick. "We did three catacombs and four basilicas today, and heard a Mass in every one - you couldn't do that on public transport". But gluttons for punishment, we journeyed back to Rome that evening on public transport to visit the market in the Piazza Navona. This at least was one evening when we would not have to keep an eye on budding romances with young soldiers. I also discovered what an effective deterrent a spiky heel can be when trodden firmly into the unprotected foot of a suspicious-looking male, following too close behind.

On our last full day, we visited the Castel S. Angelo and St Peter's. The Castel S. Angelo, originally built as a mausoleum for the Emperor Hadrian and his family, was used as a prison and torture chamber for the Borgias. A refuge for Popes in troubled times - it is connected to the Vatican by a private bridge over the Tiber - and as a setting for the betrayal of Tosca by Scarpia. It is now a museum. The Pope's apartments are beautifully decorated in the style of a grotto, with delicate foliage and nymphs and sea-horses engaged in erotic postures.

By contrast, the Basilica of St Peter's seemed gross and overwhelming. Every stone and pillar proclaiming "I am the greatest". The huge twisted barley sugar supports of the canopy over the high altar, and the heavily ornate pupal chairs supported by the apostles seemed to be the ultimate in bad taste. But there were redeeming features. The simplicity of the bronze statue of St Peter, with the foot worn smooth by the reverent stroking of countless pilgrims. And the Pieta. One must salute the genius of Michelangelo which has conveyed the softness of face and the limpness of body through the medium of cold marble.

The last evening was full of tearful farewells and promises to write as the girls took leave of their newfound friends. From Patrick: "Come with us next year, I'll send you my brochure if you'll leave me your address (please not a forbidden address)".

The feeling of relief at lighting at Luton Airport was more than just a welcome return to cool green countryside and relatively clean streets. Not one pinched bottom (so far as we knew), nor stolen handbag. We handed the girls back to their parents *virgo intacta*.

A short walk away down the Via S. Giovanni, lies the little Church of St Clement, a contemporary of features which combine to produce perhaps the finest Norman building in Britain. Finally, combine these with one of the most exciting views from any railway station as you arrive and you have just started to collect some of the reasons, large and small, for taking a school party to Durham Cathedral.

A notable place of pilgrimage ever since the Lindisfarne monks erected its first church as a shrine for the body of St Cuthbert which they had brought with them on their flight from the Viking raiders, the present building was erected in 40 years from 1093 and has been little changed for 700 years.

The modern cathedral offers visitors a bookshop, restaurant and extensive treasury, including illuminated manuscripts, embroideries, seals of kings and bishops, items from monastic life and the relics of St Cuthbert. Guided tours last one hour, and illustrated literature available to parties includes a detailed

Saints Peter and Paul. It was built on the remains of a fourth century church, and beneath this, an even earlier first century building. Deeper still, there is a carbonized layer, showing evidence of the fire which destroyed Nero's Rome in 64 AD. This layer contains a Mithraic temple.

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EXTRA

A treat of a town

By C Brodie

"Where can we take the fourth years in the summer term?" ... a question frequently repeated in the staff room of Sir James Barrie School late in January. Ideas flew thick and fast but - time and time again came the reply - "too expensive", "fully booked", or "no classroom space".

Until one Monday morning a job hunting colleague noticed an advertisement in the dark recesses of the back pages of *Contact*. "For worlds of experience, Colchester Youth Hostel".

Frantic phone calls ensued. A ray of hope glimmered at the end of the tunnel. A vacancy! The price was reasonable and there was a large subterranean classroom exclusively for our use! Bookings were quickly confirmed and the warden sent a folder, bulging with information and suggested visits by return of post.

On the preliminary visit our first impressions were greatly enhanced by the early spring sunshine. We

were staggered by the wealth of architectural and historical features of the town, the proximity of the hostel to the centre of the town and the ease of access to the neighbouring countryside.

From the numerous museums (all free!) we chose a handful that complemented our proposed lines of enquiry: namely Roman colonization, the renowned Cromwellian siege and the investigation of the small but active port.

A series of working lunches in school led to detailed preparation and consolidation of ideas. Local knowledge was provided by the warden, supplemented by maps and documents expertly selected by an extremely helpful library service.

Finally, after having convinced the children that staying in a youth hostel did not involve sleeping on the floor or preparing meals, their interest was aroused. This then was the time to capitalise and forge ahead following the examples of

such notable East Anglian heroes as Caratacus and Boadicea.

Arrangements fell into place and lessons led in relevant background information. It wasn't until much later that we realized just how many of these facts had been absorbed!

Departure day arrived and the spirit of the whole week was set by the discovery of an astonishing number of four leafed clovers during a break in the journey. Their search had been instigated by an enthusiastic teacher seeking to channel the excited children's energies. Was this a sign of things to come?

On arrival we deposited our luggage and made our way to the Hythe, Colchester's Port. A group of children spotted, what turned out to be "the Mate" on a coastal cargo vessel. He was piled with a host of questions (some quite personal) and when confronted with a tape recorder issued an immediate invitation to "come aboard". Had we been a larger group it is unlikely that the invitation would have been forthcoming. The visit was so successful that the staff had to drag the unwilling children back to the hostel to unpack.

Plans for day two consisted of a day visit to the nature reserve at Fingringhoe. Despite previous bird-watching experience at a rural centre, we harboured grave doubts as to whether we could maintain the children's interest in such an unfamiliar environment. In fact, aided by good weather, it sparked off a more enthusiastic response than we had hoped for. The novel experience of being inside a real bird-hide generated a feeling of great excitement and expectation. This was only marred by the fact that it was impossible to provide every child with a pair of binoculars.

On returning to the hostel we strolled across the east bridge to

examine the exterior of the Siege House. There are holes which still appear to contain actual lead bullets and the poking of numerous fingers provided the children with a tangible link with the past.

On the Wednesday morning we set off to walk along the Roman walls prepared to hurry onto the site of "Humpty Dumpty's fall" (St Mary's-at-the-wall) if interest was not sustained. Yet again we were pleasantly surprised - although the heat may have had a soporific effect on the children! One girl's comment was "It was interesting. I have never seen anything as old as that before." When we reached the remains of the Roman Balkeine Gate they were ready to settle to eat.

After a refreshing lunch in the shade of "Jumbo, the water tower" we made our way to the Castle Museum. What a worthwhile experience! The climax of which was the dressing-up of three children as Romans. When we commenced our individual investigations the museum staff were extremely helpful to both teachers and pupils.

Thursday began disastrously as we awoke to pouring rain. Would you believe a day-long country walk had been planned? Fortunately we were able to assemble in the classrooms whereas the poor group of German cyclists, also in residence, had to gather in the drive to become soaked! At this point the warden's folder came into its own - we selected alternative museums and set off to explore them. What a treat! The weather cleared so we took a brisk stroll through the extensive grounds of the Castle Museum.

On the final day our initial task was the completion of chores which included tidying and sweeping the dormitories - the children actually enjoyed doing this! Inspection over and successful we stored our luggage once again in the classroom and went off to the natural history museum for the morning. The weather was so beautiful that we decided to take our packed lunches across the road to the park.

The party was so integrated by the time that various groups of children played amicably all over the day filled area. We were so relaxed that we forgot the time and had to wait a dash for the coach when it arrived. Tired but happy, we made our way back to London.

Originally we had had some doubts about the staff sleeping in the dormitories with the children. This turned out to be no problem at all and in fact the presence of other hostellers proved to be of interest to all concerned. The facilities at the hostel were excellent with modern sheet sleeping bags and duvets. The food was well prepared and plentiful although there was no choice at all. We ate in the small dining room which enabled the museum staff to have a social interaction.

After a welcome half-term break we all settled down to write, copy, illustrate and make further investigations. Further study was supplemented by two visits to London Museum. The National Army Museum provided an excellent session giving an insight into conditions of service in the Civil War. The London Museum gave us an opportunity to handle objects from Roman daily life in London.

We feel we can wholeheartedly recommend a school journey to a youth hostel in Colchester.

Our special thanks go to the warden, Duncan Simpson; Colchester Central Library; Colchester Museum Staff and the people of Colchester, who were so kind and helpful. We must also thank our own lady helpers who worked so hard to ensure the success of the enterprise. We would not have had such a successful trip without them.

Twenty-two children accompanied by 3 adults, Monday to Friday at a cost of £22.55 per child.

Further information can be obtained from Mrs C. Brodie, St James Barrie School, Condit Road, London SW8 4JB.

BOOKS

Just the job

Bill Ridgway on careers

Your Choice at 15+. By Michael Smith. £2.10 86021 414 1.

Crack £2.10 86021 414 1. English, Communication Skills and the Needs of People in Industry. Crag/Hobson Press £5.95. 86021 415 5.

Get Yourself a Job. By Harold Scott. Personnel Services, Martins, New Street, Somerset. Somerset £2.96 507854 00 1.

How to Look for a Job. Institute of Careers Officers. Old Board Chambers, 37a High St, Slough, West Midlands. DY8 1TA 70p.

From School to Work - What Next? By Flegg, Jardine and Palmer. Standing Conference of Youth Organizations in Northern Ireland £2.5 905797 05 5.

Starting and Keeping a Job. By Tony Crowley. Crag/Hobson's Press £2.70. 86021 422 6.

My First Move. By Peter March and Tony Western. Crag/Hobson's Press £2.55. 86021 461 3.

A Career in the Making. Trent Polytechnic, Schools Advisory Unit. Available from Trent Polytechnic, Nottingham.

Hotel Reception. By Paul B White and Helen Beckley. Edward Arnold £4.75. 7131 0718 9.

Questions in Hotel Reception. By Jean and Gordon Bull. Stanley Thornes £1.85. 85950 310 0.

The Receptionist. By Hazel Atkins. Edward Arnold £3.25. 7131 0580 1.

Careers: writing and publishing; How to write job applications; How to interview and be interviewed; Photography.

Hammond House Publishing £1.50 each. Talking Shop Series: Airline; Hotel; Camcorder; Television. Evans £1.50 each.

The careers books in this batch fall into three predictable sets. First there are the ones concerned with

choosing a springboard to work. Second, there are those dealing with job-hunting, or, alternatively, Further Education. And, last but by no means least, publications on specific areas of employment.

The many who are already familiar with Michael Smith's well-researched careers books will welcome CRAC's new edition of *Your Choice at 15+*. Retaining the tried and tested formula of his previous successful publications, he has completely rethought, rewritten and redesigned the original to tailor it to the needs of the school-leaver who, at 16 years of age, now faces the prospect of a disappearing job market. Some basic topics are covered: finding that elusive job, FE/MS courses, and the possibility of staying at school to increase one's paper qualifications are among them.

Still at school, but covering a very different area from Michael Smith's book is CRAC's *English, Communication Skills and the Needs of People in Industry*. A number of experienced contributors have examined school commitment to work-force which needs to be able to read, write, listen and speak with a degree of competence worthy of the sort of work they might wish to do. A critical eye is turned in particular towards aspects of the English Department's role in this context: what communication skills are needed by young people going into employment? Are schools doing enough to prepare the school leaver in terms of communication skills? What implications has youth employment for the curriculum and the

teaching of English? I am sure those short on ideas in this rather neglected area will find this offering a worthwhile addition to their bookshelf.

Harold Scott's *Get Yourself a Job* (originally published by Blaketon Ltd but now to be obtained at the above address) is a beautifully presented workbook and guide for the brighter school-leaver, the student now seeking employment and the university graduate. Organized in a clear, methodical manner and enlivened by Dick Millington's splendid cartoons, there is as much meat in the text as in the students' follow-up activities. As well as the more commonly raised issues (How to write an application/prepare a CV etc) there are four informative sections dealing with self-examination, job preparation, contacts and interviewing.

A useful pamphlet published by The Institute of Careers Officers is *How to Look for a Job*. Although limited in scope to a single, albeit important facet of the world of work, it does represent a genuine attempt to reach the less-academic school-leaver, and the authors have produced a lively package which is easily understood without being demeaning.

There is a lot more to a Northern Ireland publication than job-hunting - or, for that matter, work generally. *From School to Work - What Next?* recognizes the fact that the problems associated with unemployment are not going to disappear overnight, and advocates the education of the individual to cope with whatever situation he finds himself in - whether he be in or out of work, at leisure, in training, or simply a member of a family or of the community at large. Each section of this particularly relevant book is broken down into aims and content, and the method of dealing with them. I must admit I found the bold stance it adopted towards the issues affecting the current school-leaver most refreshing.

I reviewed one of CRAC's impressive work-books in these columns last December, when I remarked on its striking method of presentation and no-nonsense text. Two other books, *Starting and Keeping a Job* and *My First Move* will, I hope, be as successful as the first. Both the former, a lavishly coloured "Bull's Eye", and the latter, in black and white, should work well with the average and below average pupil. Titles, I think, are self-explanatory.

While still on the subject of starting work/training, Trent Polytechnic's Schools Advisory Unit have produced a useful 23-page guide to those who wish to study at a Polytechnic. Titled *A Career in*

the Making, the booklet itself is a compilation of nine case-studies written by ex-students of Trent Polytechnic who now hold a wide variety of posts. Their observations are not only revealing but, in some cases, entertaining too. The frank way they have been put together, both in praise of, and in some instances critical of, the time they spent in higher education has much to recommend it.

On to specific career opportunities: three books deal with reception. *Hotel Reception*, now in its fourth edition, has been updated and revised to include chapters on sales, security and computers. Anyone aiming at the City and Guilds Hotel Reception Certificate (709) scheme will find it an invaluable aid, likewise *Questions in Hotel Reception*, which also covers ground common to City and Guilds 705 OND, HND, TEC diploma and the BEC General Office Studies. Hazel Atkins' *The Receptionist* is a straightforward attempt to prepare students for receptionist training

courses, and is particularly suitable for the RSA Diploma in General Reception and the BEC General level option module Receptionist/Telephonist. Chapter-end questions and assignments are provided.

As a writer, I found *Careerscope: Careers in Writing and Publishing* surprisingly revealing, and I raise my hat to Tony Atwood, who has managed to fit a commendable text into 43 pages without either losing my interest or cramming his (literary) style. Three further *Careerscope* titles - *Careers in Photography*, *How to Interview - Be Interviewed* and *How to Write Job Applications* exhibit a similar flair. I'm sure these little books will prove most popular with those who know what they would like to do but not how to go about doing it. There are 12 other titles in the series, besides the aforementioned.

The Talking Shop series differs from *Careerscope* in several ways. Here a question and answer format has been adopted, the questioner being a possible applicant, the response from the person doing the job. I have, on previous occasions, commended this natural approach to career information, and certainly the four books I have before me - *Television*, *Cosmetics*, *Hotel*, and *Airline* - put over the main points in a way those who like their reading in digestible chunks will approve.

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Loch of the Lowes

Within weeks of the Loch of the Lowes in Perthshire becoming a nature reserve in 1969, a pair of ospreys arrived to nest there. As these rare birds of prey were known to nest in only one other place in Scotland, they immediately put the loch on the map. Ever since, thousands of visitors every year have been coming to see them.

Altogether the reserve is a fascinating spot because of the variety of its wildlife, plants as well as animals. Tucked away in the seclusion of beautiful hills behind the village of Dunkeld on the River Tay, it is a totally unspoiled and utterly peaceful haven.

The presence of the ospreys has played a significant part in the reserve's development. From the start the wardens have had to cater for a far greater number of visitors than originally expected. This has meant ensuring that the wildlife does not get disturbed.

On the other hand, popularity has brought material rewards. In particular the building of a visitor centre and production of an audio-visual for school visits.

At first there was concern too about how the ospreys might affect the other wildlife there. For the Scottish Wildlife Trust was anxious to maintain its full richness and variety.

In the event, with careful management, the trust's rangers and voluntary wardens have succeeded in keeping a balance. Ospreys have arrived every spring after a hazardous journey from Africa where they winter. In addition, sightings of

100 other species of birds, including the rare Slavonian Grebe, have also been recorded.

However, the loch is much more than just a bird sanctuary. In the water itself, which is about a mile long and a quarter wide, there are pike, trout and perch (the osprey's favourite food) while its wooded banks, which extend 20 metres from the water's edge, are frequented by over 30 species of mammals and reptiles. And there are more than 150 kinds of trees and plants.

The entrance and car park are at the western tip of the loch beside the road from Dunkeld. From there, a short walk under juniper trees leads to the visitor centre where an interesting exhibition gives a background description of the reserve, alongside illuminated tanks of fish and other botanical displays.

In addition, school parties can arrange to see the tape/slide presentation in the small lecture room and have a talk about the Loch and conservation from one of the wardens. A wide selection of botanical booklets, guides and posters is on sale.

Just beyond the centre, at the water's edge, an observation hide equipped with binoculars enables visitors to spy on the wildlife around the loch. A powerful pair is trained in a fixed position looking across the water to the ospreys' eyrie which they build each year in the same clump of pine trees.

During my visit in July, I was lucky enough to see four fledglings in the nest and the mother flying busily to and fro to feed them. But such an impressive sight can not be guaranteed.

Besides the ospreys, there is, however, always plenty of other wildlife to observe. Coots and gulls dabble in the water and often graze and swim too. Other birds of prey also breed in the area, including buzzards and kestrels; both can be spotted overhead.

The hide is open all year, the visitor centre daily from 10-7 in April, May and September, and till 8.30 in June, July and August. Schools' must book in advance

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A member of the RSA? The SAS? No, it's Roy Jefferies, subject of *Wayland's A Day With a Publican* (£3.50). Roy puts on his make-up and explains that to be a good publican these days you have to be "a diplomat, a doorman and an acrobat". See other titles in the series...

Acceptable Englishes

International English. By Peter Trudgill and Jean Hannah. Edward Arnold £3.95. 0 7131 6362 4

As a native of Merseyside, I was bound to be favourably disposed to a book stating that Received Pronunciation does not rule, indeed that as a form of speech it is representative of a mere 3 to 5 per cent of the speakers of English in England, let alone the rest of the world. Such observations are not new, although judging by the sheepish manner to which many EFL students react to being told that some of their vowels are of American provenance, you would think the only acceptable English was still that of the RA.

Very sensibly, from my admitted point of bias, *International English* sets out to document for both students and teachers the varieties of standard English around the world, not only among speakers with recognizable different accents, but also among those of RP itself. A good third of the book is devoted to the differences in pronunciation, grammar, lexis and orthography between English and North American speakers, although similar variations are included for those in Scotland, Australia, New Zealand, South Africa, Wales, Canada, Ireland and the West Indies; West Africa and India. Clearly a book of 111 pages cannot provide an exhaustive account of all the varieties in all the countries, but none the less *International English* does collect together enough examples, particularly as far as North America and England are concerned, to be a useful source of reference for those students and teachers prepared to accept the existence of a number of Englishes rather than the dominance of one.

Although the authors use linguistic terms and employ abbreviations like EngEng and NAmEng, which might make the book seem somewhat daunting to the uninitiated, they also include useful explanations in the text, an adequate number of examples, and which render the whole more easily comprehensible. In addition there is a cassette presenting the vowel system of each variety and a reading by a native speaker.

The book is unlikely to be of widespread interest to any but advanced learners of English and their teachers, and even then only for part of their course, but this should not invalidate it. The information it contains and its suggestions for further reading are safe reminders to all of us that English is a world language and should be taught as such.

Paddy Bostock

RESOURCES

The mouth of the gift horse

Uma Ram Nath examines some of the materials from industrial corporations

The word "business" says a Unilever educational booklet, carries "a high emotional charge". "Wealth" like "business" is a word heavily encrusted with associations. It is perhaps to penetrate this layer of encrustation that industrial corporations are deploying some of their wealth to "educate" young people. The oil industry is particularly prolific, but other multi-national organizations are active too.

"Parallel", "substitute" or "supporive", one is not quite sure which term to apply to the educational resource packs produced by industry. Whatever the material, the objectives of these projects appear to be twofold. One aim is to project the wealth-creating aspects of private enterprise for young people, especially those in the upper reaches of school. The other is to demonstrate the practical application of scientific technique and production as being relevant to a particular branch of industry. No doubt it is relatively easy to learn about the large-scale manufacture of organic chemicals when it is described in terms of ICI's naphtha cracker plants, and if the information is laid out in practical terms, with genuine facts and figures, it has a certain immediacy of effect.

It is in the first objective: discussion of the creation and distribution of wealth, that one detects a bias that could prove extremely influential if projected as truth by teachers. Unilever's education service publishes an extremely handy set of booklets for business studies. The first, *Business and Society*, has an apparently reasoned approach. In its

discussion of consumers, it speaks of the discrimination of the buyer and the fact that the success of a new product is often in doubt "even with the benefit of everything that market research, test marketing, store promotion and the creative talent of the best advertising agencies can do for it". There is no mention of the intrinsic quality or value of the fated product.

A disclaimer at the beginning of the publication says that the opinions expressed are not necessarily those of the company, but the overall impression gained can be encapsulated in one comment from the material: "Are the problems of affluence so much worse than the problems of poverty? What, in any case, is wrong with encouraging the consumers to consume? Only the dead are not consumers." (Our italics.)

Consumption, of course, is seminal to the energy debate. The oil industry has various ways of projecting the benefits of petroleum and its by-products for the consumer. Phillips Petroleum, whose name most people associate with Ekofisk, have a "multi-media presentation" on this oil field. This includes a film, a class reader, a booklet on the Ekofisk complex, and a well-written teacher's guide with 17 class worksheets.

The package can be used to teach a number of subjects - chemistry, geography, economics and social studies, to name a few of its routine applications. The teacher's guide is well designed both in layout and in the formulation of class activities and case studies. But in the final

"The oil industry is particularly prolific"

sections on the economic and environmental implications of the development of oil resources, the emphasis is more on the cost, financing and taxes paid. The view is that "most governments should try to allow the oil company a sufficient profit margin to encourage it to explore for and develop further fields".

The local and regional repercussions of such developments are glibly listed thus: "The influx of large amounts of capital has had a dramatic effect on local unemployment rates, and has, in many cases, reversed depopulation trends". Nowhere is the word conservation mentioned, or the question of alternative sources of energy. Environmental considerations are equated with safety problems.

Shell UK, however, do have some time for these issues. Their film and videocassette listings have an impressive array of films ranging from *Accident Farm* to a series on motor racing and energy conservation. *Eye on the Future* and *Time for Energy* are obviously responding to the need to look critically at a hungry, oil-based world. *Eye on the Future* looks at ways of achieving improved energy efficiency, of "Doing better with less". The second film examines the problem of utilizing apparently free and renewable sources of energy to make them viable alternatives to oil.

Definitely in a lower key than Phillips' material, Shell's publications, including worksheets, packs for laboratory experiments, and handbooks for teachers. Their factsheets on petrol, motor oils, plastics, natural gas and coal are simply written background information for pupils of 13 and over.

Perhaps the most attractive and lavishly produced resource packs are those from BP's educational service (BPES). They are mostly relevant to oil and natural gas, chemicals, plastics, minerals, coal and energy. These subjects have been used to create stimulating and innovative materials.

The packs are expensive; BP is alone in charging for its publications. *North Sea Adventure* is a package which recreates the excitement of oil exploration. The contents include an audio cassette, film-

strip, cut-out model of an oil exploration rig and a wallchart to colour and cut out. It costs £10 - a subsidized price - and is intended for 10 to 14-year-olds.

The dilemmas and predicaments of decision making facing the oil industry executive are presented for students of 15 years and older. Three case studies deal with aspects of the impact of technology on society. Decisions need to be taken in three differing yet familiar situations: planning the development of an oil field, tackling the threat of an oil slick, and facing local opposition following news of the discovery of oil in an area.

BP educational service works with several agencies to research and develop its materials including Bath University, the Royal Geographical Society and the Science Museum.

With the last it is producing resource packs for primary and middle school teachers so that they can make the best possible use of the displays of the museum. The obvious disadvantage is that these are based on a London-based facility, although BPES claims they have been devised so that a visit to the museum is not really necessary.

The latest issue in this project is a pack on communications. It is sleekly produced, with a tempting selection of material: a teacher's guide, six classroom worksheets and six museum worksheets which can be photocopied, a set of transparencies, an information booklet, and a packet of samples including a feather to be made into a quill pen, a microchip and a piece of ticker tape. These packs have been produced in this scheme, and two more are to follow.

In collaboration with the Microelectronics Education Programme, BPES is developing material on the application of microelectronics in industry, especially for control purposes.

The main object, says David Barnett, head of BPES, is to create a better understanding among schoolchildren of the role of industry in society and to fulfil the social responsibilities of the commercial organization. One must nevertheless appreciate that industry has a great deal at stake in shaping the percep-

tions of students and in perpetuating certain modes of thought.

Thus, if Unilever in its otherwise admirable publication on food preservation, states that quick freezing demands raw materials of "high varying quality", the implicit association has been created between the nature of the product and the company. This may not be reprehensible, but it is certainly a very potent form of publicity.

The educational/industrial publication is a political pamphlet of a kind. The multinational operation, like foolery (to be irreverent) "does walk about the orb like the sun, it shines everywhere". But the nature of its views needs to be examined.

According to *Business and Society*, "multinationals operate wherever profitable opportunities arise, making their own assessments of economic, social and political conditions and risks. Those who make the decisions do not normally take account of the morality of any country's political system, and they expect to operate within the established legal framework, whatever that may be". So the multinational operating in South Africa sees its role as one of generating wealth and employment. To pull out would require an act of unparalleled corporate atrocity.

All in all there is little hint in the material surveyed, of the dependence of British industry on other parts of the world. There is also a somewhat self-congratulatory sense of meeting the challenge even of "providing food for the world" ("Fertilizers", ICI).

There is scant mention of the fact that the health of the body corporate depends on many limits, and that these contribute substantially to the world's problems. Hence by omission, or a particular slant to the publication, the young may absorb ideas that would one day colour their view of industry and enterprise.

In some respects this is a digested teaching. The danger is that the beleaguered or independent teacher may clutch at a tidy, well-designed set of materials, and not look any further. It is in the exercise of critical judgment and a judicious use of resource packs that the student will most benefit. The mouth of the gift horse needs careful examination.

with which young people can interact directly.

But while young people are clearly at the centre of COIC's interest, there is growing concern to educate parents as well. "I feel that they are increasingly bewildered by the employment scene and confused about what is open to their children," says Cornish. "If they are to be drawn actively into helping their youngsters with decisions they need to be better informed".

For more information on COIC and a list of publications contact David Holding, Marketing and Sales Manager, COIC, MSC, Moorfields, Sheffield S1 4PQ.

Correction

The article entitled "Design for what?" and published in The TES of February 4 wrongly identified the material under review as a series of tape-recorded interviews with the collective title of *The Design Process*. In fact, the material was a single tape-recorded programme, an introduction to *The Design Process* called *Getting It Right*. The programme was produced by the BBC and is available for purchase on software - and is now in the process of developing a very substantial database on a user-friendly computer system.

MEDIA

Wages and prices

Philip Venning reviews economics series

CONTINUING EDUCATION
The future of work
BBC Radio 4, Tuesdays, 11 pm
Money Talks
ITV, Thursdays, 11 pm

Governments create unemployment - can they reduce it? No not really (Professor Charles Handy, Radio 4) yet up to a point (Professor Maurice Peston, ITV).

Predictably perhaps, Prof. Handy, a former businessman/academic and now a freelance consultant, sees a future pattern of work where there will be far more self-employment, part-time jobs, and the decline of big organizations guaranteeing jobs for life. Whatever governments do to try to create jobs, the days of full employment, for 40 hours a week until retirement at 60 or 65, are over.

By contrast Professor Peston, in the first of six programmes on economic theories, explained why the man who solved the last recession, J. M. Keynes, would not just have wronged his hands during this one. His idea that governments should increase rather than cut government spending during a recession was still valid.

luxury threat

But Professor Peston was well aware of the dangers. Too rapid an increase of the scale proposed by Mr Peter Short? It can easily be dissipated. It may go on videocorders and other imports (creating jobs all right, but in Japan); or in higher wages for those already in work (leading the goods they produce too expensive, and paradoxically, threatening jobs). Since the war, both Conservative and Labour governments have tried to prevent this process without success.

Where economists agree is that the aim of government policy should be to make it possible for Britain to sell those goods and services that the world cannot buy at a cheaper price elsewhere. The difficulty is that the emerging low wage economies in the Far East seem much better both at traditional manufacturing, like cars, and at the new technology, based industries. So what is the future for jobs here?

Unemployment in Britain is not simply the 3 1/4 million figure we see in the news. Why is it so high? It is the number of people who once worked and now do not. It is the number of people who once worked and now do not. It is the number of people who once worked and now do not.

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Faith in Britain

David Self reviews religious programmes

TV/RADIO
Words of Faith
By Professor John Bowker
Radio 4, Wednesdays, 7.45pm
Priestland Right or Wrong
TVS for Channel 4, Fridays, 9pm

There is a story going around that, during the making of Radio 4's latest religious blockbuster, the Manchester-based production team heard of a Coventry primary with many Hindu pupils. At this school the "Christmas" play is, in alternate years, Christian and Hindu. Joy of joys, the production team was in time to record the Hindu play. The recording van was booked, the engineers drove it down to Coventry, rigged their microphones and waited. The Hindu play was a mime.

Words of Faith is a series of twelve half-hour radio programmes, made by John Bowker, Professor of Religious Studies at Lancaster University. He looks at the six major faiths (Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam) which are practised in Britain today, and tries to describe what it means for a person to follow one of them.

The opening programme illustrated some of the problems facing the followers of the newly arrived faiths: the Muslim who cannot be sure which restaurant food has been cooked in pork lard, the Hindu who would like to blow a conch loudly at dawn, the Orthodox Jew unable to trade on a Saturday.

Programme two presented an admirably concise introduction to the major faiths (one of the best examples of précis I have ever heard) and to key divisions - Orthodox, Reform and Liberal Judaism, Catholic and Protestant Christians, and Sunni and Shi'a Muslims.

Programme three investigated prayer and meditation as practised in the various religions, and this was followed by an anthology of descriptions of encounters with God, stories told with great sincerity by people who believe they have met the transcendent in their everyday lives and in such mundane places as a local bus in India. Yet to come are programmes on evil and temptation (March 9), suffering (March 16) and families (March 23).

By a long time in the making (presumably not simply because of incidents like the Hindu play). Perhaps because of this input, the series was launched with much publicity. The series is thematic... this is a departure from anything that has ever been broadcast before... this is the first time we have looked at the religious traditions in this way...

To those of us who have been making such programmes for the same network over the last 10 years, this sense of novelty may seem like something of a surprise. It must also surprise the makers of such series as *The Long Search* and *Believe it or not*. However, this sense of novelty may be exactly what is required by the audience: perhaps the mid-evening listener to Radio 4 does need to be told that Britain's religious tradition is now much wider than Protestant Christianity. For the interested novice, *Words of Faith* is an excellent, if leisurely, primer in the field of comparative religion.

What is special about it and what also makes it intriguing listening, is the fact that few (if any?) of the hundred or more interviewees in the programmes are identified. Few sound like professional communicators of their respective faiths, and this absence of gurus, priests, and ministers is to be welcomed. What we have is a mosaic of ordinary believers, anonymously expressing their beliefs.

For many listeners in recent years, the voice of God on Radio 4 has been that of Gerald Priestland. Just a few weeks after his retirement he has popped up on Channel 4 with a series of films which are basically lectures on moral philosophy. Last week saw the start of the series, an introductory film with the slightly ambiguous title, "And Make Me a Good Girl, Amen"; tonight's film is about pacifism and is called "Arms and the Man".

In the first film, Priestland pontificates while sitting in the back of a pun, or while sitting on a bench in an Oxford quadrangle, in a church pew and (briefly and terrifyingly) while bicycling through Oxford's one-way system.

For most of tonight's film he muses alongside some army manoeuvres on Salisbury Plain. He concludes by admitting he is a "peace nut" because somebody has to be, and this 30-minute lecture on the dubious morality of suspending the commandment "Thou Shalt Not Kill" for the duration of a war concludes with a caption thanking C Squadron, 16th/5th Lancers (and others) "for continuing to preserve our freedom". Very odd.

Gerald Priestland is brilliant at the five minute radio talk, but he obviously needs an editor. For most of these sermons my sympathies were more with Alan Ravenscroft, the director, as he hunted for something for the camera to look at. One can hear his sigh of relief as he focusses his lens on Gerry, framed between the head and wing of an eagle-shaped church lectern. Nice one, Alan, but it's not really television, is it?

Carl Slevin



Mr Gerald Priestland, "the voice of God on Radio 4"

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BRIEFINGS

radio & tv

For schools

A Good Job With Prospects (Monday, 9.10 BBC1)

What openings are there for people interested in photography? Here, 15 to 19 year olds see some of the practical uses of "Technical Photography", especially in road research and the analysis of satellite data.

Picture Box (Monday, 9.30, Thursday, 11.01 ITV)

"Niko, Boy of Greece" gives eight to eleven year olds that chance to learn about modern and ancient Greece as life in Niko's village has hardly changed over the centuries. This two-part story suggests that there is little distinction between work and play in such a kind climate.

See for Yourself (Monday, 10.00 VHF4)

"What are we like?" aims to make six to eight year olds aware of simple human biology and to understand their individuality.

Experiment: Physics (Monday, 10.45 ITV)

A level students see an experiment to measure the gravitational force of attraction between massive spheres a known distance apart. This leads to the measurement of the Newtonian constant of gravitation G.

General Studies (Monday, 11.42, Tuesday, 12.03 BBC1)

Can the visual image alone influence opinion and behaviour? Three programmes for 16 to 18 year olds on the power of the picture. Compares here the impact of a newspaper article and a printed photograph.

Watch (Tuesday, 11.00, Wednesday, 14.01 BBC1)

A visit to a factory using industrial robots, and a classroom where seven year olds working with a micro-computer demonstrate for six to eight year olds the strengths and weaknesses of computers in the modern world.

Middle English (Tuesday, 11.05, Thursday, 10.04 ITV)

A new programme introduces next week's popular hero, Dennis the Menace. Aims to show nine to twelve year olds the work of editorial staff on *Girl and Eagle*.

Books, Plays, Poems (Friday, 9.40 VHF4)

A four part adaptation of *Romeo and Juliet* to support work for O and A level exams and to help upper secondary pupils get more enjoyment out of Shakespeare's works.

Religious Education (Friday, 14.40 VHF4)

The unit on "Religion and Life" looks at adoption. The programme is divided into three parts: readings from "Find a Stranger, Say Goodbye", the story of a young girl's search for her real mother; analysis of different religions' attitudes towards adoption, and a letter to an agony column asking for advice.

Continuing education

Get By in Portuguese (Monday, 23.00 VHF4)

Five programmes to help holidaymakers and business people to communicate and understand basic conversations in Portuguese.

Shakespeare Lives (Wednesday, 18.30 C4)

Two workshop/documentaries on *Measure for Measure* feature actors Michael Bryant, Dinadale Landen and Suzanne Berish in discussion with Michael Bogdanov.

Stress (Friday, 12.30 Thames)

A five-part series investigating the origins and dangers of stress. Is stress necessary? Programme one explains the biology of stress and its potential dangers.

Rowan's star appearances

After an opening sequence with academics chatting about the place of universities in life, the universe and everything, a voice-over cuts them short and promises a look at reality instead.

The voice turns out to belong to a student, who acts as guide to the rest of the film. Despite a rather threatening reference to Freudian psychotherapy as the subject of a paper he is writing and a persistent tendency towards the work ethic, the student star does a good job in bridging the gap between observer and participant.

The way into this reality involves our guide interviewing a famous alumnus, Rowan Atkinson, for the student newspaper. Mr Atkinson was once an engineering student at Newcastle, but none of his fame derives from his stay there. Given this, he plays perhaps a larger part

in the film than he might (three separate appearances).

The strength of the film lies in its evocation of the immense range of activities in a university, and the impossibility for anyone to understand more than a few of them. The director has not tried to include all departments, and some of the biggest are not even mentioned. Those that appear present a varied series of images contrasting the different ways in which knowledge is pursued.

A friend with whom I saw the film (age 21), said that the students shown were rather passive, and she was right. All students nowadays tend in that direction, but this is more. Either Newcastle is a very quiet, traditional sort of institution, or the subjects portrayed attract that kind of person.

Carl Slevin

FILM
University
Video, VHS and Betamax
Free loan to schools for 7 days.
The Registrar (videocassette), University of Newcastle upon Tyne, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU.

Ron Giariento's aim in directing *University* was to present Newcastle through the thought processes of its staff and students. Not for him the buildings, nor the structure of the courses, nor methods of assessment, nor accommodation, nor career opportunities, nor student politics, nor even a hard sales pitch. Despite or because of his reticence, the film has been given two awards by the Educational Television Association as this year's "Best TV Programme" and for "Best Visuals".

The BBC's Diamond Jubilee of children's broadcasting ended last Friday with a special programme and a special lack of any, in which William Shatner read "Keynote's Birthday" which was written in 1926. The celebration programme included The Clangers, John Noakes' famous account of ship's rigging for Blue Peter; a selection of gaffes, among them one in which Girl Guides were shown at a studio on fire. Newcastle's most famous reporters all got in too.

For more information on COIC and a list of publications contact David Holding, Marketing and Sales Manager, COIC, MSC, Moorfields, Sheffield S1 4PQ.

Expanding service

Edward Fennell on the Careers and Occupational Information Centre

During the next few months COIC - the Careers and Occupational Information Centre - is launching a major advertising campaign aimed directly at young people using popular magazines like *Tackie*, *Look*, *New*, *Shoot* and *Sounds*. For COIC, which is the educational publishing arm of the Manpower Services Commission, it is a major break with the low-key image it has traditionally assumed. In the past the council has always worked through careers advisers and schools.

COIC sees itself primarily as an educational publisher. "We are involved now in providing schools with a very wide range of services and materials. We are pushing this information out to the institutions and we want them to buy from us. But at the same time we are a quasi-commercial operation - we

have to cover our costs and can't afford to make a loss on what we publish," says Barry Cornish, head of COIC.

In its early days, following the setting up of the MSC in 1974, COIC produced basic careers and occupational information such as the *Annual Careers Guide* (revised each year and now £6.50) and the *Choice of Careers* booklets. This series, substantially updated, is still published and covers areas like teaching, social work, nursing, and journalism (£1.15 each). Meanwhile in the mid-70s COIC began to experiment and devise new approaches to careers information using audio-visual (the *Close Up* series) and worksheet material (the *Job Knowledge Indices*) which were for use in the classroom.

More recently, and especially over the last three years, output has increased and COIC now offers a diverse range of publications and products which includes books, booklets, audiovisuals, films, games, and computer software.

The council's mainstream *Working In* series of book

What would Vittorino think?

Ellsabeth Henry suggests that a Renaissance teacher's report on our present curriculum would be rather severe

Federigo da Montefeltro, Duke of Urbino, left school at the age of 15 to start his career as a mercenary commander. He became known as the greatest soldier of his time, and gained wealth. When he sat for his portrait by della Francesca, he might have chosen his customary armour; but visitors to Florence, who rarely miss his small vivid painting, see him in plain rich robe and a scarlet drum of a hat, gazing with his one eye over his domains. The people of this landscape profited by his riches; his welfare schemes included the employment of schoolmasters for them.

Federigo prided himself on two achievements especially, in his 45 years of warfare; one that he walked about Urbino with no armed guard; two, the Library of manuscripts in his new palace. It was a lending library, with a staff of more than 30. Its treasures included no printed books. The Duke used every new invention in war, but believed that only the finest illuminators could produce worthy copies of classical authors.

The school which Federigo left in 1435 (six years younger than some of its pupils) was the famous "Joyous House" of Vittorino da Feltrina at Mantua. Here State benefaction allowed poor boys to be admitted with some of princes and scholars. Vittorino taught some girls also.

The name "Casa Gioiosa" did not signify a holiday atmosphere. The devotional pattern of days was said to be stricter than in many monasteries, and the regimen of physical exercise and physical endurance

would have satisfied Kurt Hanh. (Much of this discipline related to war, as the version followed in some schools today relates to social service.) Intellectually, every pupil was forced to work to his limit, in mathematics, history, music, and above all the study of the classics. Memorization was prodigious; the student also had to produce, constantly, original compositions in the ancient languages as well as in his own.

Federigo does not seem to have doubted the value of this training. In his library he set up a bust of his teacher Vittorino, with laudatory inscription. Nor did Vittorino doubt that in this case his teaching had succeeded; no question of failure or defect because the righteous duke did not choose to become a classical scholar.

"Charles Darwin left school in 1825, at the age of 16; he might have been expected to stay two or three years longer, but his father and his headmaster agreed there would be no use in it; I was doing no good at school". Many years later he pronounced his Schremsbury education "simply a blank". The severely classical curriculum of the English public school meant nothing to him, and his intellectual gifts and interests meant nothing to his teachers. His headmaster publicly rebuked him for spending time on "useless" chemical experiments and the observation of insects.

In Darwin's day, the classical discipline was not thought useless, because it led to distinction in academic life, also in Church and

State; for these ends it needed no knowledge of science or technology to support it, no political or artistic awareness, no impulse to explore or to create. The men of the Renaissance had left one legacy only, it seemed, to nineteenth-century educators: a veneration for the languages and literature of ancient Greece and Rome.

As the moving principle for a system of education, this no longer seems enough - not even to those who know the classics well and find them inspiring. That is why Greek grammars are the first textbooks for the dustbin being turned into something else. Classical teachers in the last 20 years have been much concerned with trying to link study of Latin and Greek with a creative use of the knowledge these languages can unlock; to make veneration for the past into a powerful motive for an ambitious concern with the active world of the present. This happens, at present, only for a very few.

If Latin teaching has been too exclusively concerned with the past, the opposite restriction often exists for modern languages: fluent conversation, detailed follow-up projects after exchange visits, but Goethe or Racine remaining mere names. The sciences again limit their vision to present and future: the living present of community studies, conservation, plotting satellites; the tough personal future of tightly packed examination syllabuses and application forms. In the fifties, history of science looked like a growth subject, but few schools have time for it now, and science no longer includes the past.

Would Vittorino find anything to commend in today's schools? The calculator and the memory bank seem to undermine his Platonic belief in mathematics as the great instrument for training men to think. Would history as studied today satisfy his search for moral exemplars in the past? He would approve national youth orchestras. He might like some of the craft syllabuses of examining boards which require both detailed appreciative study of past masters in lettering, say, or embroidery, and also original work in the craft's techniques and design. And why, he might ask, do so few English syllabuses make those demands? He would welcome the works of charity, local charity especially, in which some of the newest schools have recently excelled.

For the rest, would our report from the Renaissance teacher be rather severe?

Portraits of the artists

Van Gogh: A Documentary Biography. By A M and Renilde Hamacher. Thames and Hudson £16.00, 0 500 01282 2.

A Small Yes and A Big No. By George Grosz. Allison and Busby £12.50, 0 85031 455 0.

Our present image of Van Gogh is so buried in myth that a documentary biography might have provided a welcome return to the facts, but not even A M Hamacher, a student of the artist since 1917, and his very able wife have found it possible. A central issue in the life is Van Gogh's mental and physical conditions which the Hamachers state, not surprisingly, had its roots in his childhood. Presumably because there is no earlier appropriate material available the bulk of their documentary evidence is taken from the artist's own letters which, unfortunately, do not begin until he was 19. The roots, therefore, cannot be reached.

The Hamachers' aim was to offer "a reading of the original sources" but what they have done in effect is to use a novelist's skills in psychological narrative to furnish a portrait of the artist that is as far from sensationalism as it is from the sublime. Persistent subjects and themes in the correspondence are drawn out and habits of thinking and association underlined so that a picture emerges of this particular man with his own peculiar mind. An obsessive reader and consumer of art, he probably did live, despite an inclination towards extreme situations, solely for the inner life as the Hamachers suggest.

In a letter of 1883, shortly after

his decision at 27 to become a painter, he wrote "Books and art are alike for me, and I do not support the claim that the artist is mad but that he recognizes the interpenetration of all three, the Hamachers have chosen to look in "the area where art merges into life and vice versa," and it is a measure of the value of their book that they are able to illuminate so many possible sources of Van Gogh's brilliantly symbolic imagery of meaning in his art.

George Grosz speaks for himself and the persistent tone of his biography is one of disgust for the "small rebellious flea that goes by the name of man". Unlike Van Gogh he "never had any... wish to be amongst the masses", and if we are to trust the evidence of the drawings, he cannot have liked being amongst the rest of humanity either. The portfolios "The Face of the Ruling Class" and "The Face of the Poor" are the scurrilous images of Berlin in the twenties that have been so fully exploited by others ever since. But it was the major obstacle to Grosz fulfilling his later dream of becoming a popular illustrator when he settled in America in 1933.

"Wieland (Herzfeld), his publisher, liked my work and, at the time, probably read political meanings into it that I myself did not intend." So did Lenin, "particularly my book *The Face of the Ruling Class*, which he probably saw as another blow at the hated capitalist system". Convinced now that money is the key to freedom in general, Grosz's motto in America is "I am neither a communist nor a capitalist, I am either very naive or, more likely, as cynical as can be."

Michael Clark



This chariot scene from a pottery fragment formed at Mycenae is one of the illustrations to Lord William Tylor's *The Mycenaeans*, a new and revised edition of which has just been published by Thames and Hudson. It is still the best book on the subject, telling the extraordinary story of the way Schliemann and his successors discovered the historical truth behind one of the world's greatest legends.

Special attention

Teaching Plans for Handicapped Children. By Franz Morgenstern. Methuen £7.50, 0 416 73260 7. £3.95, 73270 4.

Disability: Whose Handicap? By Ann Shearer. Blackwell £8.50, 0 631 12671 6. £2.95, 12768 2. The Practice of Special Education. Edited by Will Swann. Basil Blackwell £16.00, 0 631 12879 4. £4.50, 12885 9.

What Franz Morgenstern tells us about handicapped children is only what we know about the "abled-bodied": that learning should take place within a purposeful context, the fragmented knowledge causes panic while order and routine reassure; that success is the basis of motivated learning. The cul-de-sac which we tolerate within normal schooling (a success in a French exam but so what?) intensifies the disabled child who can complete a lesson but is not led on to colour-matching, recognize shapes, make size comparisons in new contexts.

The responses are tiny, the rewards slow. You must observe

obstacles to learning, switch emphasis from theoretical teaching programmes to the child's habits and development, then follow the individual's intellectual, social and emotional maturation. Remember that a cerebral palsied child cannot move his head and limbs fast enough to establish casual relationships.

All so obvious, Morgenstern's merit is in tempering excellent knowledge with common sense. He is especially good on the limited use of punishment and how to avoid it. He condemns the treatment of psychotic, mentally handicapped adolescents in large hospitals.

As does Ann Shearer, unequivocally: "It is the perception of their inhabitants as less than human, as every animal, that has allowed the quiet appalling physical environment that large institutions have so often provided."

"Disability: Whose Handicap?" stresses our responsibility. Popular culture limits the disabled, stigmatizes them, leads to misguided charity and the desire to tidy away the handicapped into hostels and hospitals, without privacy, low-towing to staff in uniforms ("It's like the

army, you see, the staff are in charge - that's why they wear uniforms." We expect the disabled to be helpless, sexless, emotionless. Quotations from sufferers reveal that they are people. We must prove technical aids, encourage help groups, adapt housing, places, schools, give them a clout and remember that we're the worst handicap.

Will Swann's Open University Reader shares the social concern of the Shearer book, with the conclusion that social change helps the blind, the birth of "Whose Remedies: Whose Handicap?" condemns remedial education as an ambulance service. There is a student-prone system when conventional special classes are to blame; professionals are to blame; psychologists; the welfare state; and social workers with a static view of the disability and ignore parents. The parent should control the professionals, Shearer and Roth maintain.

Jenny Olliver

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

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Single Column £1.70 per line (min. 3 lines).
Classified Display £3.70 per s.c. (min. 8.5 cm x 2 £184.30).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.

Appointments vacant

Nursery Education

Other Appointments

Primary Education

Headships

Deputy Headships Senior

Masters/Mistresses

Scale 2 Posts

Remedial Posts

Scale 1 Posts

Other than by Subjects

English

Geography

History

Home Economics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technical Studies

Other than by Subjects

Mathematics

Modern Languages

Music

Technical Studies

Other than by Subjects

Deputy Headships Senior

Masters/Mistresses

Scale 2 Posts

Remedial Posts

Art and Design

Carers

Classics

Commercial Subjects

Computer Studies

Economics

English

Geography

History

Home Economics

Modern Languages

Music

Pastoral

Physical Education

Religious Education

Rural Science

Science

Social Studies

Speech and Drama

Technical Studies

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Pastoral

Physical Education

Religious Education

Rural Science

Science

PRIMARY EDUCATION
continued

KIRKLEES

METROPOLITAN COUNCIL
BURNLEY JUNIOR SCHOOL
Wass West Road, Farnworth,
Lancashire, M26 1JG
(0535) 551111

Required for Summer Term 1983 a temporary teacher for a class of 20 pupils. Ability to assist with music an advantage but not essential.

UPPER THORN 1 & 2 SCHOOL
Burnley Road, Burnley,
Lancashire, BB10 1JG
(0535) 551111

Required for Summer Term 1983 an experienced teacher for a class of 20 pupils. Application forms (s.a.e.) to the Director of Education, Education Services, 2nd Floor, 10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

NORTH YORKSHIRE
COUNTY COUNCIL
**St. Francis
Xavier School**
Richmond (Group 5)

Applications are invited from suitably qualified and experienced Roman Catholic teachers for appointment as

HEAD

of this Roman Catholic denominational education to pupils living in Richmond and the surrounding rural area which includes Swaledale, the Catcliffe area, and parts of Wensleydale and Teesdale. There are approximately 230 pupils on roll at present. The post is available from 1st September, 1983.

Further details and application forms are available (s.a.e. please) from the County Education Officer, Room 143, County Hall, Northcliffe Road, DL7 8AE to whom completed forms should be returned by 7th March, 1983.

HEADTEACHER
HEDDINGHAM SCHOOL
(Group II), Yeldham Road,
Sible Hedingham,
Halstead

Removal and disturbance allowance scheme in operation.
Closing date: 16th March, 1983.
Please send foolscap s.a.e. for application form and further details to the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

ESSEX
County CouncilLONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Invite applications for the Headship ofNORBURY MANOR GIRLS
HIGH SCHOOL

The school is at present an 11-14 girls high school and, under the Authority's proposals for the first phase of the reorganisation of Secondary schools will become an 11-18, 4 form entry, girls high school from 1st September 1983. Although initially a Group 7 school, the Committee has used the discretion contained in the Burnham Report to advertise the post at Group 5, the Group size which reflects the ultimate size of the school following the first phase of reorganisation, i.e. 6 forms of entry.

Tenable: 1st September 1983.
Salary: Head Teacher Group 5, plus London area allowance - £2615.
Responsible removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (T.A.S.), Tabernacle House, Park Lane, Croydon, CR8 1TP. Telephone 01-688 4432, Ext. 2290. Application forms should be returned by Wednesday 9th March, 1983.

HILLINGDON
COUNTY COUNCIL
LONDON BOROUGH OF
HILLINGDON
PRIMARY SCHOOLS
SUMMER TERM 1983

There will be a number of one term part time and full time posts in Nursery, Infant and Junior Schools for the Summer Term 1983.

Application forms from the Director of Education, Education Department, 10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

LONDON SW18
HASTOCK PLACE SCHOOL
Temporary 1st Year Junior Teacher required this April. Possibility of accommodation and permanent appointment. See block advertisement on preparatory schools 110022 (545511)

Application forms (s.a.e.) to the Director of Education, Education Services, 2nd Floor, 10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
LONDON BOROUGH OF
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WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983

ST TERESA'S RC 1st
Melling Road, Parkfield,
Wolverhampton

Scale 1 Junior Teacher with interest in Boys' Games. Probationer considered. Applications should be practising Catholics.

Application forms, from the school, to be returned to the Chairman of the Governors, Mr. J. J. Jones, 10, Parkfield, Parkfield, Wolverhampton, WV10 1JG. Closing date 15th March 1983.

HERTFORDSHIRE
BIRMINGHAM JUNIOR SCHOOL
Ridge Avenue, Letchworth,
Herts, SG8 1JG
(0462) 4111

Number in Unit 4 Lesson 1983. The school is a voluntary aided school. The school is a voluntary aided school. The school is a voluntary aided school.

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ESSEX
County Council

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Salary: Head Teacher Group 5, plus London area allowance - £2615.
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KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
LONDON BOROUGH OF
HILLINGDON
PRIMARY SCHOOLS
SUMMER TERM 1983

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HERTFORDSHIRE
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ESSEX
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Application forms and further details from the Director of Education, Education Department (T.A.S.), Tabernacle House, Park Lane, Croydon, CR8 1TP. Telephone 01-688 4432, Ext. 2290. Application forms should be returned by Wednesday 9th March, 1983.

Mathematics

Herts of Department

SUFFOLK

BUNYAT MIDDLE SCHOOL
Hillside Road East, Bunyat,
Suffolk, IP10 1JG
(0449) 551111

Required for 1st September, 1983, a qualified and experienced teacher as HEAD of MATHEMATICS (Scale 1). Application forms and further details available from the Headteacher at the school (s.a.e. please). Closing date 15th March 1983.

Scale 2 Posts and above

WEST SUSSEX
ST. ANDREW'S C. of E.
Primary School (First & Middle)
10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

Modern Languages

Scale 1 Posts

BEDFORDSHIRE
ARNOLD MIDDLE SCHOOL
Beacons Road, Barton-in-Clay,
Bedford, MK43 0JG
(0525) 551111

Required for September 1983 a teacher to teach French to children in the 11-13 years age range. This is a temporary post to 31st August 1983. Application forms and further details from the Headteacher, see please. (545511)

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983

ST TERESA'S RC 1st
Melling Road, Parkfield,
Wolverhampton

Scale 1 Junior Teacher with interest in Boys' Games. Probationer considered. Applications should be practising Catholics.

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Scale 1 Posts

MERTON

LONDON BOROUGH OF

EDUCATION COMMITTEE
MORDEN VALLEY MIDDLE SCHOOL
Argyll Street, Morden,
London, SW13 9JG
(081) 551111

Headteacher: Mr. K. A. Wilson
Tel: 01-833 3318
Age Range: 9-13
No. on roll: 510

Required for the Summer Term 1983 a temporary teacher for a class of 20 pupils. Ability to assist with music an advantage but not essential.

Scale 2 Posts and above

Secondary Education

Headships

BERKSHIRE
MAIDEN ERLONG SCHOOL
10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983

ST TERESA'S RC 1st
Melling Road, Parkfield,
Wolverhampton

Scale 1 Junior Teacher with interest in Boys' Games. Probationer considered. Applications should be practising Catholics.

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ESSEX
County Council

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Invite applications for the Headship of

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BERKSHIRE

EDGEMOND SCHOOL

LONDON BOROUGH OF

EDUCATION COMMITTEE
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Argyll Street, Morden,
London, SW13 9JG
(081) 551111

Headteacher: Mr. K. A. Wilson
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MAIDEN ERLONG SCHOOL
10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983

ST TERESA'S RC 1st
Melling Road, Parkfield,
Wolverhampton

Scale 1 Junior Teacher with interest in Boys' Games. Probationer considered. Applications should be practising Catholics.

Application forms, from the school, to be returned to the Chairman of the Governors, Mr. J. J. Jones, 10, Parkfield, Parkfield, Wolverhampton, WV10 1JG. Closing date 15th March 1983.

HERTFORDSHIRE
BIRMINGHAM JUNIOR SCHOOL
Ridge Avenue, Letchworth,
Herts, SG8 1JG
(0462) 4111

Number in Unit 4 Lesson 1983. The school is a voluntary aided school. The school is a voluntary aided school. The school is a voluntary aided school.

Application forms, from the school, to be returned to the Chairman of the Governors, Mr. J. J. Jones, 10, Parkfield, Parkfield, Wolverhampton, WV10 1JG. Closing date 15th March 1983.

ESSEX
County Council

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Invite applications for the Headship of

The school is at present an 11-14 girls high school and, under the Authority's proposals for the first phase of the reorganisation of Secondary schools will become an 11-18, 4 form entry, girls high school from 1st September 1983. Although initially a Group 7 school, the Committee has used the discretion contained in the Burnham Report to advertise the post at Group 5, the Group size which reflects the ultimate size of the school following the first phase of reorganisation, i.e. 6 forms of entry.

Tenable: 1st September 1983.
Salary: Head Teacher Group 5, plus London area allowance - £2615.
Responsible removal expenses will be reimbursed (details on request).

NORBURY MANOR GIRLS
HIGH SCHOOL

The school is at present an 11-14 girls high school and, under the Authority's proposals for the first phase of the reorganisation of Secondary schools will become an 11-18, 4 form entry, girls high school from 1st September 1983. Although initially a Group 7 school, the Committee has used the discretion contained in the Burnham Report to advertise the post at Group 5, the Group size which reflects the ultimate size of the school following the first phase of reorganisation, i.e. 6 forms of entry.

Tenable: 1st September 1983.
Salary: Head Teacher Group 5, plus London area allowance - £2615.
Responsible removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (T.A.S.), Tabernacle House, Park Lane, Croydon, CR8 1TP. Telephone 01-688 4432, Ext. 2290. Application forms should be returned by Wednesday 9th March, 1983.

THE TIMES EDUCATIONAL SUPPLEMENT 25.2.83

SECONDARY DEPUTY HEADSHIPS

DOBBY

BUNYAT MIDDLE SCHOOL
Hillside Road East, Bunyat,
Suffolk, IP10 1JG
(0449) 551111

Required for 1st September, 1983, a qualified and experienced teacher as HEAD of MATHEMATICS (Scale 1). Application forms and further details available from the Headteacher at the school (s.a.e. please). Closing date 15th March 1983.

Scale 2 Posts and above

WEST SUSSEX
ST. ANDREW'S C. of E.
Primary School (First & Middle)
10, Oldfield House, 2 Oldfield Road, Burnley, BB10 1JG. Closing date 15th March 1983.

Modern Languages

Scale 1 Posts

BEDFORDSHIRE
ARNOLD MIDDLE SCHOOL
Beacons Road, Barton-in-Clay,
Bedford, MK43 0JG
(0525) 551111

Required for September 1983 a teacher to teach French to children in the 11-13 years age range. This is a temporary post to 31st August 1983. Application forms and further details from the Headteacher, see please. (545511)

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1983

ST TERESA'S RC 1st
Melling Road, Parkfield,
Wolverhampton

Scale 1 Junior Teacher with interest in Boys' Games. Probationer considered. Applications should be practising Catholics.

Application forms, from the school, to be returned to the Chairman of the Governors, Mr. J. J. Jones, 10, Parkfield, Parkfield, Wolverhampton, WV10 1JG. Closing date 15th March 1983.

HERTFORDSHIRE
BIRMINGHAM JUNIOR SCHOOL
Ridge Avenue, Letchworth,
Herts, SG8 1JG
(0462) 4111

Number in Unit 4 Lesson 1983. The school is a voluntary aided school. The school is a voluntary aided school. The school is a voluntary aided school.

Application forms, from the school, to be returned to the Chairman of the Governors, Mr. J. J. Jones, 10, Parkfield, Parkfield, Wolverhampton, WV10 1JG. Closing date 15th March 1983.

ESSEX
County Council

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Invite applications for the Headship of

NORBURY MANOR GIRLS
HIGH SCHOOL

ESSEX

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Tenable: 1st September 1983.
Salary: Head Teacher Group 5, plus London area allowance - £2615.
Responsible removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (T.A.S.), Tabernacle House, Park Lane, Croydon, CR8 1TP. Telephone 01-688 4432, Ext. 2290. Application forms should be returned by Wednesday 9th March, 1983.

SUFFOLK</

SECONDARY MATHEMATICS continued

KENT
THE SKINNERS' SCHOOL
The Skimmers' School is a voluntary aided day school for boys aged 11-18. It is situated in the village of Skippers, near Maidstone. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

LEICESTERSHIRE
LONG FIELD HIGH SCHOOL
This school opened in August 1982 with 125 first year pupils. Further details are available from the Headmaster, Mr. J. H. Smith, at the school. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

MID GLAMORGAN
COUNTY COUNCIL
The County Council is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

ESSEX
ST. MARTIN'S SCHOOL
This school is a voluntary aided day school for boys aged 11-18. It is situated in the village of St. Martin, near Colchester. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

KENT
EDUCATION COMMITTEE
The Education Committee is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

SUFFOLK
WILTON UPPER SCHOOL
This school is a voluntary aided day school for boys aged 11-18. It is situated in the village of Wilton, near Ipswich. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

LEICESTERSHIRE
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This school opened in August 1982 with 125 first year pupils. Further details are available from the Headmaster, Mr. J. H. Smith, at the school. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

SHROPSHIRE
EDUCATION COMMITTEE
The Education Committee is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

KENT
COUNTY COUNCIL
The County Council is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

LEICESTERSHIRE
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BARNESLEY
METROPOLITAN BOROUGH
The Metropolitan Borough is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

DEVON
CLAYDON SCHOOL
This school is a voluntary aided day school for boys aged 11-18. It is situated in the village of Claydon, near Exeter. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

Estover Comprehensive School,
Miller Way, Estover, Plymouth
(Roll September, 1983 - 630.)
Scale 3 (Two Posts)
Heads of Departments
The school opened in 1981 with a first year intake and will grow to a full 11-18 comprehensive by 1987. Heads of Departments are now being sought to build on the development initiated by staff of the original lower school unit. Candidates should be from Graduates with substantial experience of preparing candidates for both 16+ and 'A' level examinations. Required for September, 1983:
(1) Head of Mathematics
(2) Head of Geography
Closing date: 11th March, 1983.
Application forms for the above appointments are obtainable from the Head Teacher at the School. Please enclose S.A.E.
DEVON

Cheshire
Application forms (send S.A.E.), are obtainable from the Head of School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
SCALE 2 POST
PHYSICS
Sandbach High School, Sandbach CW11 9EB
Headmaster: Mr. J. H. Smith
Closing date: 11th March, 1983.
SCALE 1 POST
COMPUTER STUDIES
Winford Woodford Lodge Comprehensive School, Woodford Lodge, Winford
Headmaster: Mr. J. H. Smith
Closing date: 11th March, 1983.

Required for September, 1983:
Elriss High School, Colwyn Bay (2025)
(11-18, 945 pupils)
Head:- C. R. Thomas, M.A.
Graduate Teacher as
HEAD OF THE FRENCH DEPARTMENT
with the Faculty of Languages. SCALE 3 post.
Flourishing department including language laboratory, audio-visual equipment, and a well-stocked library. Please state any other language.
Yale Sixth Form College, Wrexham (35121)
(850 students)
Principal:- Elton Ellis, B.A.
HEAD OF DEPARTMENT BIOLOGY, SCALE 4
(Burnham P & S Scales).
Application forms may be obtained from the Head/Principal, to whom they should be returned by 7th March, 1983.
CLWYD COUNTY COUNCIL

WEST SUSSEX
YELPHAM COMPREHENSIVE SCHOOL
This school is a voluntary aided day school for boys aged 11-18. It is situated in the village of Yelpham, near Brighton. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

HERTFORDSHIRE
THE HEATHCOTE SCHOOL
This school is a voluntary aided day school for boys aged 11-18. It is situated in the village of Heathcote, near Hertford. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

KIRKLEES
METROPOLITAN COUNCIL
The Metropolitan Council is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

SHROPSHIRE
EDUCATION COMMITTEE
The Education Committee is seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

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HERTFORDSHIRE
HARROGATE'S ASKE'S SCHOOL FOR GIRLS
This school is a voluntary aided day school for girls aged 11-18. It is situated in the village of Harrogate, near Harrogate. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

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Opportunities with Nottinghamshire
Unless otherwise stated the following posts are required for the Autumn Term, 1983. Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date: 11th March, 1983 unless otherwise indicated.
Secondary
Deputy Headteacher - Group 12
SUTTON CENTRE COMPREHENSIVE SCHOOL, High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE.
Headmaster: T. King, J.P., B.A. MScd 1960 (11-18).
Deputy Head (Group 12). A teacher with experience throughout the 11-18 age range preferably in community/comprehensive schools to join the Senior Management Team. Candidates must have an interest in all aspects of the school curriculum. Responsibility for the successful appointment will be determined in accordance with the school's policy.
Scale 3 - Head of Modern Languages
Re-advertisement.
PORTLAND COMPREHENSIVE SCHOOL, Spoken Hill, Works, Notts. NG2 1JW.
Headmaster: B. Cox, B.A. MScd 1940 (11-18).
Experienced, enthusiastic, and well qualified teacher as Head of Modern Languages. The Department offers French, the first language across the ability range, and German as the second language. Both subjects are taught up to and including 'A' level.
Scale 1 - Economics
CHILWELL COMPREHENSIVE SCHOOL, Queens Road West, Chilwell, Beeston, Nottingham NG2 7JL.
Headmaster: M. A. G. Gifford, B.A. MScd 1944 (11-18).
Teacher of Economics to teach up to 'A' level standard. Please state subsidiary subjects.
Scale 1 - Mathematics (two posts)
Scale 1 - General Science
SUTTON CENTRE COMPREHENSIVE SCHOOL, High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE.
Headmaster: T. King, J.P., B.A. MScd 1960 (11-18).
Headmaster and deputy headmaster to work with mixed ability groups throughout the age range 11-18. This is a good opportunity to contribute to the further development of this unique community centre.
OXFORDSHIRE
COUNTY COUNCIL
SHILLY SCHOOL
Shilly School is a voluntary aided day school for boys aged 11-18. It is situated in the village of Shilly, near Oxford. The school has a long history and is well known for its high standards of education. It offers a wide range of subjects and extracurricular activities. The school is currently seeking applications for the September 1983 intake. For further details, please contact the Headmaster, Mr. J. H. Smith, at the school.

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of application is: 11th March, 1983.
In respect of Headships forms are available from and should be returned to the Director of Education, Selectpost 17, Merriam House, 110 Merriam Centre, Leeds, LS2 8DT.
For other posts application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope. Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS

HEADSHIP (Group 11)

E.122 CORPUS CHRISTI R.C. HIGH SCHOOL
(No. on roll: 650; 13-18 years)
Neville Road, Leeds, LS9 0HA
Telephone: 42400
Head Teacher: Mr. J. Rousier, OBE
Required for September, 1983: Head Teacher (Group 11) for mixed day school with high school. Application forms and further particulars are available from and returnable to the Clerk to the Governors at the school.

SCALE 2 POST

E.121 MATTHEW MURRAY HIGH SCHOOL
(No. on roll: 775; 13-18 years)
Brown Lane, Leeds, LS11 0D
Telephone: 71203
Head Teacher: Dr. D. A. Dawson, B.Sc.
Required for September, 1983: Head of Music. Music is taught to C.S.E., 'O' and 'A' level. Person appointed would be expected to engage all music teaching throughout the school and to develop curriculum and extra curricular activities to the highest standards.

SCALE 1 POSTS

E.124 GARFORTH COMPREHENSIVE SCHOOL
(No. on roll: 1,710; 11-18 years)
Ligat Lane, Garforth, LS23 1J
Telephone: 8009
Head Teacher: Mr. L. A. G. Lawton, B.A.
Required for September, 1983: teacher of below average pupils in 14+ years. Some experience in this field desirable in order to continue development of existing course of integrated studies - core of Humanities, Mathematics and Science, supported by practical and field work, increasingly re-educational in philosophy within framework of Mode 3 C.S.E./City and Guilds.

N.W.125 OTLEY PRINCE HERBY'S GRAMMAR SCHOOL
(No. on roll: 1,230; 13-18 years)
Farley Lane, Otley, LS21 2BB
Telephone: 01937 4324
Head Teacher: Mr. N. H. Bousfield, M.A., B.Sc.(Econ)
Required for September, 1983: teacher of below average pupils in 14+ years. Some experience in this field desirable in order to continue development of existing course of integrated studies - core of Humanities, Mathematics and Science, supported by practical and field work, increasingly re-educational in philosophy within framework of Mode 3 C.S.E./City and Guilds.

N.W.126 ENGLISH AS A SECOND LANGUAGE TEAM
PART-TIME POST
SCALE 1
Required for September, 1983: part-time teacher (first starting and one afternoon) to teach English as a second language to Middle and High School pupils.
Forms are available from and should be returned to the Director of Education.

Lancashire County Council

Unless otherwise stated, the following are required for 1st September, 1983.
The closing date is 10th March, 1983.

Secondary Schools

Formal details from the Headteacher at the school, S.A.E. please.
LANCASTER OUR LADY'S R.C. HIGH
Moorcote Road, Lancaster.
(1078 on Roll; 11-18 mixed comp.)

TWO POSTS:

1. SCALE 2 - SECOND IN HISTORY DEPARTMENT

2. SCALE 2 - SECOND IN GEOGRAPHY DEPARTMENT

Re-advertisement

PRESTON ST. EDMUND CAMPION R.C. HIGH
Parkfield Crescent, Lee, Preston, (488 on Roll)
1st May, 1983 or as soon as possible thereafter.

SCALE 2 - PHYSICS

BLACKPOOL GREENLANDS HIGH
Blepham Road, Blackpool.
(11-18 girls; 1172; inc. 66 Sixth Form)
1st May of 1st September, 1983.

SCALE 1 - PHYSICAL EDUCATION

BURSCOUGH PRIORY HIGH
Thever Road, Burscough, Ormskirk, (800 on Roll, mixed)

SCALE 1 - MATHEMATICS WITH COMPUTER STUDIES

SKELMERDALE GLENBURN HIGH
Yewdale, Southway, Skelmersdale, (936 on Roll)
As soon as possible

SCALE 1 - ENGLISH

Re-advertisement

HASLINGDEN HIGH
Broadway, Haslingden, Rossendale, (1350 on Roll)

SCALE 1 - CRAFT, TECHNICAL DRAWING AND WOODWORK/METALWORK

Lancashire County Council is an Equal Opportunity Employer.

SECONDARY MUSIC continued

Pastoral

Heads of Department

ESSEX
CHALVINGTON SCHOOL
(Roll 1555)
100 Avenue, Pitsea, Basildon
Tel: 0206 553535
Required for September, 1983: Head of Lower School. The person appointed will be responsible for the pastoral and academic care of 11-13 year olds (c. 600 pupils). Further information from the Headmaster, please. (154607) 154618

HUMBERSIDE EDUCATION DEPARTMENT

EAST RIDING DIVISION
BRIDLINGTON SCHOOL
Bridlington Road, Bridlington YO15 4SH
Tel: 01462 3566
(Voluntary controlled comprehensive, 11-18 years, with boarding, 100 boys, 100 girls)
Required for September, 1983: Head of Music. Music is taught to C.S.E., 'O' and 'A' level. Person appointed would be expected to engage all music teaching throughout the school and to develop curriculum and extra curricular activities to the highest standards.

Scale 1 Posts

DEVON
Please see displayed advertisement on page 61. (154288)

HARROW

EDUCATION COMMITTEE
DAVON ROAD SCHOOL
Davon Road, Harrow, Middlesex HA1 2JG
Tel: 0181 495 1666
Required for September, 1983: Head of Music. Music is taught to C.S.E., 'O' and 'A' level. Person appointed would be expected to engage all music teaching throughout the school and to develop curriculum and extra curricular activities to the highest standards.

Scale 1 Posts

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Please see displayed advertisement on page 61. (154288)

HERTFORDSHIRE

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Religious Education

Scale 2 Posts and above

NORFOLK

WYMONDHAM COLLEGE
Required for September, 1983: Head of Religious Education. The person appointed will be responsible for the religious education of 11-18 year olds (c. 1,000 pupils). Further information from the Headmaster, please. (154288) 154289

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HARROW

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HERTFORDSHIRE

EDUCATION COMMITTEE</

Education

Youth Workers

Posts at Sundon Park Youth Club, Luton and Westfield Youth Club, Bedford, and Biggleswade Youth Club.

Sundon Park Youth Club

Luton

This post has responsibility for the leadership of the Club meeting in purpose-built accommodation on the campus of a High School.

Westfield Youth Club

Bedford

This post in purpose-built accommodation on the site of a Middle School serves an ethnically mixed population. An interest in intermediate treatment and work with the young unemployed will be an asset.

Biggleswade Youth Club

This post is in purpose-built accommodation on the campus of a Middle School serving part of East Bedfordshire. An interest in Drama and girls work would be an asset.

Salary £7,146-£8,034 pa (Sundon Park post), £5,283-£6,171 pa (Westfield and Biggleswade posts).

The Authority provides comprehensive induction, appropriate in-service training and continuous support to staff. Assistance will be given towards removal expenses, legal and estate agent fees, lodging allowances in approved cases.

Application forms obtainable from The Chief Education Officer, County Hall, Bedford. Telephone: 52222 ext 349.

Closing date 11 March, 1983.

The Council is an Equal Opportunity Employer.

Bedfordshire

Lancashire County Council

DISTRICT YOUTH WORKER (Asian Girls)

Salary JNC Scale - Range 3
Points (1-5) £7,146 to £8,034

Applications are invited from experienced, qualified Youth Workers to work in the District Youth Team in Blackburn and Darwen, from 1st April, 1983.

This new post will involve developmental work predominantly with girls from the Asian minority community. The ability to speak Urdu and/or Gujarati will be an advantage.

Further details and application forms are obtainable from: The District Education Officer, Education Offices, Town Hall, Blackburn BB1 7DY. Lancashire County Council is an Equal Opportunities employer.

KUWAIT THE ENGLISH SCHOOL - FAHAHEEL

Established independent school with facilities for 380 children, aged 4-11 years, requires:

PRIMARY TEACHERS - September, 1983

for 1 Infant and 1 Junior post.

CANDIDATES: Single adaptable females of British nationality aged 28-35 years, qualified in UK, should have minimum FOUR years experience and be capable of skilled teaching of basic subjects. Enthusiasm for Art, Craft and Needlework essential. Valid British Driving Licence necessary.

SALARY AND CONDITIONS: Minimum, tax-free income KD3761 of which KD545 paid in September as 'settling in' allowance. KD1 = £2.25 at current exchange rate. Free accommodation with free utilities shared with one other teacher; free medical cover and insurance. Employer's portion of superannuation paid. Free travel allowance of mid-year return fare to UK. One year contract renewable.

Interviews in London, April 6-9. For further details and an application form please apply to: Mr. F. J. Smith, Gabbittas-Thring Services Ltd, 8-5 Sackville St, Piccadilly, London W1X 2BR. Tel: 01-764 0181.

Gabbittas-Thring

YOUTH AND COMMUNITY continued

TAMESIDE METROPOLITAN BOROUGH EDUCATION DEPARTMENT YOUTH AND COMMUNITY SERVICES
YOUTH AND COMMUNITY WORKER - NYDE
J.N.C. Scale, Range 4
Points £8,253 - £9,275 p.a. according to age and qualifications

Applications are invited from qualified and experienced Youth and Community Workers to work with the Management Committee and Community Centre as a Youth and Community Worker.

NJC Conditions of service. This post is a challenge. The person appointed will lead a team of staff, supervise, sensitise, motivate and encourage staff to succeed in what is acknowledged to be a difficult, challenging role.

Application forms and further details from Chief Education Officer, Tameside Council, Education Department, 100 Victoria Road, Manchester M16 6DL. Tel: 061 275 1234. Closing date 11 March, 1983. £40000

WALSALL METROPOLITAN BOROUGH EDUCATION DEPARTMENT YOUTH AND COMMUNITY SERVICES
YOUTH AND COMMUNITY WORKER - NYDE
J.N.C. Scale, Range 4
Points £8,253 - £9,275 p.a. according to age and qualifications

Required as soon as possible. The successful candidate will need to show considerable initiative in developing and maintaining links with the community and will have experience of working with young people in a variety of settings. The post involves a high level of responsibility and will require a high level of motivation and commitment.

Application forms and further details from Chief Education Officer, Walsall Council, Education Department, 100 Victoria Road, Walsall, West Midlands B71 1AA. Tel: 0902 22222. Closing date 11 March, 1983. £40000

Overseas Appointments

BARBADOS

MAPLE COLLEGE Barbados, W.I.

Days and International Boarding School. Vacancies for 1 English teacher, 1 Science teacher, 1 Maths teacher, 1 P.E. teacher, 1 Art teacher, 1 Music teacher, 1 Home Economics teacher, 1 Religious Education teacher, 1 Languages teacher, 1 Social Studies teacher, 1 Physical Education teacher, 1 Health Education teacher, 1 Career Guidance teacher, 1 Guidance teacher, 1 Counselling teacher, 1 Special Needs teacher, 1 Educational Welfare teacher, 1 Educational Research teacher, 1 Educational Development teacher, 1 Educational Administration teacher, 1 Educational Management teacher, 1 Educational Policy teacher, 1 Educational Planning teacher, 1 Educational Evaluation teacher, 1 Educational Monitoring teacher, 1 Educational Control teacher, 1 Educational Supervision teacher, 1 Educational Inspection teacher, 1 Educational Investigation teacher, 1 Educational Inquiry teacher, 1 Educational Research teacher, 1 Educational Development teacher, 1 Educational Administration teacher, 1 Educational Management teacher, 1 Educational Policy teacher, 1 Educational Planning teacher, 1 Educational Evaluation teacher, 1 Educational Monitoring teacher, 1 Educational Control teacher, 1 Educational Supervision teacher, 1 Educational Inspection teacher, 1 Educational Investigation teacher, 1 Educational Inquiry teacher.

Two recent photographs and curriculum vitae must be submitted with application. For a full programme with good standards. It is necessary to be able to drive.

For further details and application forms, interested persons should write as soon as possible by air mail to: Mrs. E. Beantland M.B.E., Headmistress, Doha English Speaking Infants' School, P.O. Box 658, Doha, Qatar, Arabian Gulf.

All applications acknowledged and candidates selected for interview in London at the end of March will be notified by mid-March at the latest.

CYPRUS

TEACH IN CYPRUS AND TRINIDAD. Hundreds of teachers will be required from primary to secondary level. The post involves a high level of responsibility and will require a high level of motivation and commitment.

For further details and application forms, interested persons should write as soon as possible by air mail to: Mrs. E. Beantland M.B.E., Headmistress, Doha English Speaking Infants' School, P.O. Box 658, Doha, Qatar, Arabian Gulf.

All applications acknowledged and candidates selected for interview in London at the end of March will be notified by mid-March at the latest.

DUBAI

THE HADITH SCHOOL (Government of Dubai, private school). The following posts are available from September 1983: 1. DEPUTY HEAD, 2. MATHEMATICS, 3. SCIENCE, 4. PHYSICS, 5. CHEMISTRY, 6. BIOLOGY, 7. HISTORY, 8. GEOGRAPHY, 9. P.E., 10. ART, 11. MUSIC, 12. HOME ECONOMICS, 13. RELIGIOUS EDUCATION, 14. LANGUAGES, 15. SOCIAL STUDIES, 16. PHYSICAL EDUCATION, 17. HEALTH EDUCATION, 18. CAREER GUIDANCE, 19. GUIDANCE, 20. COUNSELLING, 21. SPECIAL NEEDS, 22. EDUCATIONAL WELFARE, 23. EDUCATIONAL RESEARCH, 24. EDUCATIONAL DEVELOPMENT, 25. EDUCATIONAL ADMINISTRATION, 26. EDUCATIONAL MANAGEMENT, 27. EDUCATIONAL POLICY, 28. EDUCATIONAL PLANNING, 29. EDUCATIONAL EVALUATION, 30. EDUCATIONAL MONITORING, 31. EDUCATIONAL CONTROL, 32. EDUCATIONAL SUPERVISION, 33. EDUCATIONAL INSPECTION, 34. EDUCATIONAL INVESTIGATION, 35. EDUCATIONAL INQUIRY.

These posts are offered to qualified teachers with relevant experience and qualifications. The successful candidate will need to show considerable initiative in developing and maintaining links with the community and will have experience of working with young people in a variety of settings. The post involves a high level of responsibility and will require a high level of motivation and commitment.

For further details and application forms, interested persons should write as soon as possible by air mail to: Mrs. E. Beantland M.B.E., Headmistress, Doha English Speaking Infants' School, P.O. Box 658, Doha, Qatar, Arabian Gulf.

All applications acknowledged and candidates selected for interview in London at the end of March will be notified by mid-March at the latest.

Secondary Education Principals (2 Posts)

TURKS AND CAICOS ISLANDS

1. Grand Turk High School 2. South Caicos High School

To have overall authority within the school subject only to the Chief Education Officer and his superiors; to implement Ministry policy; to advise the Education Officer on aspects of secondary education; to initiate curricula and educational programmes with the approval of the Ministry; to supervise, evaluate and report on staff performance and submit monthly attendance returns; to be responsible for school discipline; to be responsible for security and safety of the school plant, equipment and grounds. Applicants up to age 65 should have an Honours Degree in Arts/Science and preferably should have experience in secondary school administration and some teaching training.

Grand Turk salary in range £13,502-£17,515 including an allowance, normally tax-free, of £7,602 for single officers and £11,328 for married officers.

South Caicos salary in range £11,930-£15,823 including an allowance, normally tax-free, of £6,030 for single officers and £9,636 for married officers.

Both Posts
Appointment 2 years. Terminal gratuity of 25% basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest-free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA

OVERSEAS DEVELOPMENT

BRITAIN HELPING NATIONS TO HELP THEMSELVES

OPPORTUNITIES IN ZIMBABWE

MINISTRY OF EDUCATION AND CULTURE

SECONDARY SCHOOL TEACHERS

The Ministry of Education and Culture wishes to recruit teachers for service in Zimbabwe secondary schools, on three year contracts.

* Preference will be given to qualified teachers, though those without certificates will be considered. It should be noted that only degrees in normal school subjects are recognised; degrees in such subjects as sociology, politics and philosophy are not recognised.

For further details and application forms, interested persons should write as soon as possible by air mail to:

The Secretary for Education and Culture,
(for attention Education Officer, Recruitment),
P.O. Box 8022,
Causeway,
Harare,
ZIMBABWE.

A curriculum vitae must be provided and this must, in the case of graduates, state the subjects studied in each year of the degree course.

THE CONTINENTAL SCHOOL JEDDAH, SAUDI ARABIA (Headmaster: T. A. Williams, MA, FRGS) THE CONTINENTAL SCHOOL

This well-equipped school caters to children of more than forty nationalities. The curriculum leads to the London University Overseas GCE at Ordinary level and to preparation for Public Schools entrance in the United Kingdom.

The present student strength is approximately 750 with plans for steady expansion.

Secondary School (11-16 yrs)

- 1) Head of Outdoor Pursuits (particularly Sailing, Canoeing and Camping) and PE.
- 2) Assistant Maths and Computer Studies (Prospects for Promotion).
- 3) Assistant, Integrated Science/Maths.

Junior School (6-11)

Class teacher, general subjects, responsibility for extra-curricular activities.

CANDIDATES: Appropriately qualified applicants should have a minimum of 3 years teaching experience, preferably partly overseas. Ideally, single men are sought, but consideration will be given to applications from teaching couples able to cover two of the posts.

CONDITIONS OF SERVICE: Initial one-year contracts, renewable at 3 months' notice. Annual return fares, free accommodation, travel allowances and an interest-free car loan.

CONDITIONS OF SERVICE: Salary range £12,000-£15,000 (tax-free), according to qualifications and experience. Resettlement gratuity at the end of contract. Interviews will be held in London in late March.

For further details and application form, please contact: Mr. F. J. Smith, Gabbittas-Thring Services Ltd, 8-5 Sackville St, Piccadilly, London W1X 2BR. Tel: 01-764 0181.

Gabbittas-Thring

QATAR

DOHA ENGLISH SPEAKING INFANTS' SCHOOL DOHA - QATAR

Two qualified and experienced Infants' Teachers required for September 1983, for well established Infants' School of 100 children, mainly British children.

Applicants should have a minimum of (three years) experience in a good Infants' school and should be prepared to make an above average contribution in a school which has an excellent record for a full programme with good standards. It is necessary to be able to drive.

Free salaries in the range of QR4800-6519 per month, according to experience (present exchange rate 5.8 QR to the pound sterling, approximate range £803-£1,124 per month). Free furnished shared accommodation. Free electricity, air conditioning, telephone rental and air fare to the U.K. after one year for leave.

Applications to be made by air mail with the names of two referees who have first hand knowledge of the applicants' teaching ability to: Mrs. E. Beantland M.B.E., Headmistress, Doha English Speaking Infants' School, P.O. Box 658, Doha, Qatar, Arabian Gulf.

All applications acknowledged and candidates selected for interview in London at the end of March will be notified by mid-March at the latest.

JUMEIRAH ENGLISH SPEAKING SCHOOL DUBAI, UNITED ARAB EMIRATES

Required from September 1983

DEPUTY HEAD

The school was established in September, 1976, and has a roll of 600 children between the ages of 4.05 and 11.00 years, who are mainly the children of British and European expatriates.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are spaciously purpose-built and equipped to the needs and aims of modern primary education.

The sports facilities comprise a hall/gymnasium, swimming pool and two tennis courts. A music block and an administration block complete the complex.

Applicants require a high commitment to good, modern educational practice, a wealth of professional experience and interest in full curriculum extra-curricular work.

CONDITIONS OF SERVICE: Salaries are tax-free; an overseas allowance, medical insurance and a grant of terminal gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity, is provided. The year contracts are offered, renewable annually thereafter. An interest-free loan of up to £2,700 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For further details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA

OVERSEAS continued

FINLAND

Graduate with minimum of international House. For September 1983, required for those with experience in teaching, particularly business. For more details and brief curriculum vitae and recent photographs, do contact: The English Centre, Finland, P.O. Box 10, Helsinki. (04377) 460000

FRANCE

SCHOOL OF ENGLISH FOR ADULTS
Nancy, France
Posts for native speaker EFL teachers. Full-time contract on salary basis: 25 h max. teaching/week, holidays 5 weeks/year, social security, group travel, etc. Salary range 4,500-6,500 FF net per month. Applicants should have degree in language, preferably French and (a) Experience in teaching adults English (not at private tuition, conversation classes or during years assistant abroad), (b) TEFL diploma (at least 60 h), (c) TEFL training course (at least 60 h), (d) TEFL training course (at least 60 h), (e) TEFL training course (at least 60 h). For further details and application form, please contact: Mr. F. J. Smith, Gabbittas-Thring Services Ltd, 8-5 Sackville St, Piccadilly, London W1X 2BR. Tel: 01-764 0181.

GREECE

EFL schools on Gk islands. Full-time contract on salary basis: 25 h max. teaching/week, holidays 5 weeks/year, social security, group travel, etc. Salary range 4,500-6,500 FF net per month. Applicants should have degree in language, preferably French and (a) Experience in teaching adults English (not at private tuition, conversation classes or during years assistant abroad), (b) TEFL diploma (at least 60 h), (c) TEFL training course (at least 60 h), (d) TEFL training course (at least 60 h), (e) TEFL training course (at least 60 h). For further details and application form, please contact: Mr. F. J. Smith, Gabbittas-Thring Services Ltd, 8-5 Sackville St, Piccadilly, London W1X 2BR. Tel: 01-764 0181.

ITALY

TEACHERS OF EFL required for BRITISH SCHOOLS in Northern Italy. Driving licence and basic knowledge of Italian required. Classes reply with C.V., photograph and telephone number to: British Schools, 100 Victoria Road, Walsall, West Midlands B71 1AA. Tel: 0902 22222. Closing date 11 March, 1983. £40000

JAPAN

Well spoken lively English teacher. Lady graduate or qualified language teacher. Small group, suitable for first appointment. English Centre, P.O. Box 100, Tokyo, Japan. (03) 460000

KENYA

The Government of Kenya seeks qualified teachers to teach English, French, Music, Art, Home Economics, Physical Education, and Languages. Applicants should have a minimum of (three years) experience in a good Infants' school and should be prepared to make an above average contribution in a school which has an excellent record for a full programme with good standards. It is necessary to be able to drive.

Free salaries in the range of QR4800-6519 per month, according to experience (present exchange rate 5.8 QR to the pound sterling, approximate range £803-£1,124 per month). Free furnished shared accommodation. Free electricity, air conditioning, telephone rental and air fare to the U.K. after one year for leave.

Applications to be made by air mail with the names of two referees who have first hand knowledge of the applicants' teaching ability to: Mrs. E. Beantland M.B.E., Headmistress, Doha English Speaking Infants' School, P.O. Box 658, Doha, Qatar, Arabian Gulf.

All applications acknowledged and candidates selected for interview in London at the end of March will be notified by mid-March at the latest.

For further details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA

For further details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

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Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA

Educational Posts Overseas.

ECUADOR

Teacher of English, British Council Centre, Quito
Reference: 83 D 22

Duties: To teach English as a Foreign Language from beginners to Cambridge Proficiency to classes of up to 20 students aged between 16 and 60 of both sexes for 25 fifty-minute periods each week.

Qualifications: Candidates must be British subjects, single between the ages of 25 and 45 with a Degree, Postgraduate Teaching qualification, preferably with TEFL; a minimum of 2 years experience in teaching English to adult students. Knowledge of Spanish desirable.

Salary: Sucos 26450-38000 per month (£5.38-£7.14).

Benefits: 1 year contract, renewable; baggage allowance; return fare; medical scheme.

Starting Date: 1st May, 1983.

SAUDI ARABIA

3 Married Teaching Couples, Saudi Arabian International School (British Section), Riyadh.
Reference: 83 A 6-11

A co-educational day school with over 800 pupils, who are mostly British and all English speaking, aged 4-11 years. The school is housed in spacious premises.

Duties: To teach general subjects at Infants/Primary levels and Upper Juniors - one of the six teachers to be recruited to have a music specialism.

Qualifications: Candidates should have a Teacher's Certificate, BEd or PGCE and at least 3 years' experience. Preferred age range 25-55. Candidates must be

married (to another candidate) without children. Joint salary: At least SR101,840 - SR118,140 per annum (£18,480-£21,480 @ £1 equals SR6.5). Tax free.

Benefits: Free furnished accommodation; 2 months annual leave; car allowance; terminal gratuity. Subscriptions to medical/dental clinic. 1 year contract, renewable.

Starting Date: September, 1983.

married (to another candidate) without children. Joint salary: At least SR101,840 - SR118,140 per annum (£18,480-£21,480 @ £1 equals SR6.5). Tax free.

Benefits: Free furnished accommodation; 2 months annual leave; car allowance; terminal gratuity. Subscriptions to medical/dental clinic. 1 year contract, renewable.

Starting Date: September, 1983.

UNITED ARAB EMIRATES

Deputy Principal Al Nahda National School, Abu Dhabi.
Reference: 83 A 12

The British Council have been asked to recruit for this important post at the Al Nahda National School which will be opening in September, 1983 in newly built prestigious premises, with full facilities. Its initial intake of 1000 will be at all ages from 5 to 15, largely expatriate, and will work to both 'O' and 'A' level examinations and local certificates.

Duties: To be directly responsible to the Principal for the running of the school and for the curriculum, planning, examinations and staffing, with minimal teaching duties.

Qualifications: Candidates must be male, UK citizens, preferably aged 32-50 with a British educational background. They must be graduates with a PGCE qualification with at least ten years experience, and experience of a senior administrative position. Preference will be given to married candidates with a teaching wife.

Salary: Not less than 8000 DHS per month, tax free (£17,000 per annum @ £1 equals 5.88 DHS).

Benefits: Free furnished accommodation in newly built flats, annual paid passage leave; baggage entitlement; transport allowance; temporary accommodation on arrival and a terminal gratuity. Contracts will be for one year renewable, and guaranteed by the British Council.

Starting Date: April 1983 or as soon thereafter as possible.

Applications should be received as soon as possible, preferably before 15th March, 1983.

For further details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

Appointments Officer,
Overseas Development Administration,
Room AH 361,
Abercrombie House,
Eaglesham Road,
East Kilbride,
Glasgow G75 8EA

For further details and application form, please apply, clearly indicating post concerned, and quoting ref. AH372 KE giving details of age, qualifications and experience to:

Appointments Officer

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